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ABSTRACT

As the nation's population of persons aged 65 and over increases to 20% of the total population by the end of the twentieth century, and as this group grows in size and political influence, their educational and related needs must be met. Educational support requirements include programs which will improve the individual's potential to lead a more worthwhile and independent life as well as those designed to educate and train manpower for service-rendering functions to the aged. The responsibility for providing these educational services must be shared by school boards, community colleges, and universities, although it appears that the community college is the most flexible comprehensive organization capable of acting in concert with school boards and universities. This dissertation presents a comprehensive plan for educational support services to the aged at Pensacola Junior College in Florida, including: pre-retirement education; continuing education requirements (adult basic education, career education, credit courses, cultural enrichment); manpower training for service to the aged; community service programs; library services; and federal, state, local, and private funding sources. An extensive review of the literature and a bibliography are included. (JDS)

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Project ESP: Educational Support Plan for the Aged

G. B. TAMBURELLO

A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

1976

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Abstract of a Major Applied Research Project Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

PROJECT ESP: EDUCATIONAL SUPPORT PLAN FOR THE AGED

Learning Causes the Mind to Grow
Empedocles 504-443 B.C.

By
G. B. Tamburello

January 1976

The population of the aged over sixty-five is increasing rapidly from its proportion of one out of ten to almost twenty percent by the end of the Century. This minority group, overlooked over the past years, will become a more sizeable and potent political, economic, and social force as wonder medicines, new surgical techniques, more government support and a higher standard of living decrease the mortality rate among the aged. As the average life span of Americans increases past the age of seventy, and as birth rates decline, the proportion of older people will continue to increase significantly to over 30,000,000 by the year 2000.

The educational and related needs of these older people are significant and must be met. Most of the aged are not dried up senile people incapable of further learning. On the contrary, their capabilities to absorb information never ceases, though it may be at a slower rate of speed.

The educational support requirements of the aged can be categorized as those which will improve the individual's potential to lead a more worthwhile, independent and meaningful life and those that will educate and train the manpower for service-rendering functions to the aged.

In the former category, the life-long educational needs of the aged on the continuum range from adult basic education to combat illiteracy to cultural enrichment. College transfer credit courses for those who desire to obtain a degree, to the career type courses for those interested in a second career, or for self-employment are considered equally important to satisfy individual needs and desires.

Pre-retirement education programs are a necessity to minimize the problems the aged face by making future retirees aware of the physiological, psychological, biological, sociological and financial problems they will face as they enter their third phase of life. The proper use of leisure time, so abundantly available later on in life, must be stressed so that the elderly can continue to lead healthy productive and worthwhile lives.

There is also a great demand to educate and train manpower to perform the medical and social service-rendering type duties necessary to ameliorate the physical and mental health of the aged who are not capable of leading an independent life.

The responsibility for providing these educational services must be shared by the school boards, community colleges and universities. The community college, however, appears to be the most comprehensive organization capable of offering new and varied viable programs in concert with the school boards and universities. The community college seems to be emerging as the executive agent, so to speak, for the development and implementation of programs which will assist the aged solve their everyday problems.

The allocation of resources and funding for this new commitment, which has already been accepted by many community colleges, may

present a problem. There are, however, sufficient federal, state, local government and private sources from which funds may be derived for the establishment of new programs for the aged. If funds are not invested to meet the needs of the elderly, the community will find itself expending funds anyway for the care of unproductive unhappy people with many physical and mental problems.

Pensacola Junior College has a new challenge ahead in meeting the above mentioned needs of the aged segment of the population which is growing significantly in Northwest Florida. The College is certain to recognize its responsibilities as it has done so well in the past twenty-eight years in satisfying the educational needs of other segments of the community population.

ACKNOWLEDGMENTS

There are so many people to whom this writer is indebted for the preparation and completion of Project ESP.

To Dr. Harmon Fowler for his outstanding guidance, valuable assistance and sympathetic understanding during the preparation of this research paper; to Dr. Herbert Vandort for his advice and counsel as a reader; to my young 85-year old father Frank, who was the inspirational model in the development of the concept of Project ESP; to my wife Ethel and my children Charles, Michael and Carla for their patience, interest and understanding during these past three years; to my secretary Sue Bennett, for her invaluable assistance in the preparation of this research effort; to Captain Robert Hammen, Medical Corps, U.S. Navy, for the presentation of the in-service program; John Clark, Tom Sidebottom, Lou Wilson, Clara Daffin, Dr. Charles White, Dale Carrell, Dolly Partridge, and John Cheshire for their cooperation in the development and implementation of the Geriatric Information Series and the Geriatric In-Service Training Program; to the Department Heads and Staff of the Pensacola Junior College who were kind to listen and willing to assist in the implementation of program recommendations.

Chapter I

INTRODUCTION

The advent of modern surgical techniques, breakthroughs in medicinal discoveries, nutritional improvements, and governmental financial support have added to the longevity of life which, when coupled with a declining birth rate, have vaulted the aged into a powerful minority group which will have to be recognized by politicians. The population explosion in the United States has been retarded considerably. However, not among the aged group. At the turn of the century, there were approximately 3,000,000 persons over 65; in 1920, 5,000,000; 9,000,000 twenty years later, with a leap to 17,000,000 by 1960. By 1975 the number had increased to nearly 20,000,000 (a 9% increase over the 1970 census total).[1] By 1980 there will be 25,000,000.[2] At the end of the century there will be approximately 30,000,000 elderly citizens, representing approximately

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[1] "Population of Aged Continues to Grow," Higher Education and National Affairs, XVIII (1975), 8.

[2] Henrye Richards, "Vocational Training Needs of Older Workers," Report on Education for Older Citizens, prepared by Andrew Hendrickson and George Aker, Department of Adult Education, (Tallahassee, Florida: Florida State University, June, 1971), p. 13.

20% of the population, compared to the 4.1% at the beginning of the present century.[3]

There are many other statistics which attest to the rapid growth of the aged group.

> During the 100-year period between 1870-1970, the total population increased fivefold, the middle age group nine times and the older population grew seventeen times.[4]
>
> The 1970 census reported that the older population as a whole, grew 21.1 times compared to 12.5 for the remaining population.
> Those 75 and over had a growth factor of 37.1% compared to 13% for the rest of the population.
> Between July 1973 and June 1974, 486,000 persons joined the ranks of the elderly.[5]
>
> Between 1960 and 2000, the ratio of the number of people 70 or over will double from approximately 34 persons per 100 to 67 persons per 100.[6]
>
> In 1970 there were 6,000,000 aged over the age of 75; by 1980 there will be 9,000,000 over 75.[7]

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[3] Bert Kruger Smith, Aging in America, (Boston: Beacon Press, 1973), p. 17.

[4] Ibid.

[5] Higher Education and National Affairs, 14. 7, (February 14, 1974), 4.

[6] Gladys Engel Lang, Old Age in America, (New York: H. W. Wilson Company, 1961), p. 13.

[7] Austin B. Chinn and Edith G. Robins, "Health Aspects of Aging," Adeline M. Hoffman, The Daily Needs and Interests of Older People, (Springfield, Illinois: Charles C. Thomas Company, 1970), p. 212.

By 1990, 10,000,000 Americans will be 75 years of age or older.[8]

This means that the United States will have as many 75 year oldsters as the number who were 65 or older in 1965.[9]

Until recently centenarians were a rarity. In 1971 there were already 5000 centenarians.[10]

In 1972, there were approximately 13,000 centenarians in the United States.[11] The future increase in the size of the centenarians is certain to be formidable as the life span increases.

In Biblical days, the age of 100 was heard frequently. Jacob was reported to be 147 years of age, his son 119 years old, and Moses 120.[12] It may be that we are coming full circle to when people will be living to ripe old ages.

In 1961, there were eighteen states in which 10% or more of the population were over 65.[13]

A comparison of a Department of Health Education and Welfare published in 1973 and in 1975 reveal some startling differences in prognostications published in 1973 and again in 1975.

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8 Shura Saul, An Album of People Growing Old, (New York: John Wiley and Sons, Inc., 1974), p. 10.

9 Chinn and Robins, op cit, p. 212.

10 Saul, op cit, p. 10.

11 Smith, op cit, p. 259.

12 Trevor Howell, Our Advancing Years, (London: Phoenix House LTD, 1953), pp. 26-29.

13 Herman J. Loether, Problems of Aging: Sociological and Social Psychological Perspectives, (Belmont, California: Dickinson Publishing Company, Inc., 1967), p. 3.

In 1900 there were 3,000,000 people in the United States over 65. In 1970 there were 20.1 million men and women over 65. By 1974 there was an increase to 21.8 million. The population had increased sixfold by 1970 and sevenfold by 1974. The 1973 forecasts predicted that there would be 28.8 million over 65 at the turn of the century. The new forecasts predict an aged population of 30.6 million, an increase of almost 2,000,000 people in just two years.[14]

Certainly the life expectancies have increased dramatically. For example, a white male born in 1900 could expect to live 48 years, a white female 51, a black male 33, and a black female 35. In 1959 the average age had increased to 67 for a white male, 74 for a white female, 61 for a black male and 66 for a black female.[15]

A person born in 1973 could expect to live until the age of 71. Today, at age 65, there is an average life expectancy of 15 years, with the females living 17 years after the age of 65 and men 13 years. This is a far cry from the life expectancy 2000 years ago when the average age for men was 22 and from the life expectancy in the period of 1850-1860, when it was only 40 years.[16]

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14 Facts About Older Americans, HEW SRS 73-20006 (June, 1973) and (OHD) 75-20006 (1975).

15 Loether, op cit, p. 3.

16 Edward L. Bortz, Creative Aging, (New York: The MacMillan Company, 1963), pp. 3, 10.

Today's average life expectancies by age are listed below:

At Age Of	Years Remaining For Men	Years Remaining For Women
Birth	66.9	73.7
35	35.9	41.6
40	31.4	37.0
45	27.1	32.5
50	23.0	28.1
55	19.3	23.9
60	15.9	19.9
65	12.9	16.2
70	10.4	12.8
75	8.3	9.7
80	6.2	7.0
85	4.5	4.9

A man 50 years of age has a 74% chance to survive age 65. If he reaches 65, he has a 60% chance to live to the age of 75.[17] In 1900 one of every five Americans reached the age of 75. By 1974 the ratio dropped to one in four; by the year 2000 it is expected to be one of every three citizens.[18]

Life expectancy figures for residents of Florida are higher than the average for other Americans. The following table attests to that statement:

---

17 Forrest E. Gilmore, How to Plan for Your Retirement, (Houston, Texas: Gulf Publishing Company, 1961), p. 27.

18 Donald Fowles, "United States 60 + Population May Rise to 41 Million by the Year 2000," Aging, 248-9 (June-July, 1975), 17.

Age	White Male		White Female	
	Florida	U.S.	Florida	U.S.
30	42.0	40.8	48.6	46.6
40	32.8	31.6	39.1	37.1
50	24.5	23.1	30.2	28.0
60	17.5	15.9	21.7	19.7
70	11.7	10.2	14.0	12.4
80	6.9	5.9	7.7	6.8[19]

Actually the survival rates are even more prestigious if one were to take into account that many of the residents who were not native to Florida, came with serious health deficiencies which made them an earlier death risk.

All of this additional life span created by the investment of billions of dollars in research and benefit payments are to no avail unless these additional years can be used to foster a desire to continue living.

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19 Florida Facts About Retirement, (Tallahassee, Florida: Department of Commerce, 1974.

Chapter II

BACKGROUND

The increasing gap between the work-life span and the total life span makes it incumbent that these additional years of life be used productively and interestingly. In the past, little attention was paid to the interests and needs of the aged, even though White House Conferences were held early in the century. Nothing concrete resulted from the early Conferences, mainly promises and an indication of awareness of the existence of a growing population group. Real interest in the needs of the aged is a rather new phenomenon. President Truman was the first President to recognize the forthcoming problem of the old age population explosion by convening a Conference on the Aging in 1950 to find solutions to the problems of the aged. The objectives of the Conference were to exchange ideas to help solve problems of the aging, define the requirements of the aged, promote research on aging and to provide a forum for the aged and those who work with the aged.[1] Eight hundred-sixteen persons attended the Conference to develop recommendations to serve the future needs of the

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[1] Joseph T. Drake, The Aged in American Society, (New York: The Ronald Press Company, 1958), p. 392.

aged. However, Congressional recognition and action did not materialize until the late fifties when it provided the legislation and funds for President Eisenhower to convene a White House Conference on the Aging. Congressman John H. Fogarty filed a bill which passed in 1958, calling for a second White House Conference to be convened in 1961. The Conference attracted more than 3000 delegates selected from the individual State Conferences on Aging held prior to the White House Conference. It is estimated that prior to the 1961 Conference, over 73,000 people were involved in meetings at state and county levels discussing the problems of the aged.[2] President Kennedy gave support to the Conference by stating that "we shall judge ourselves as we will be judged in the eyes of others, not only by what we do in outer space, but what we do here and now for our senior citizens."[3]

The Conference's recommendations served as the basis for the Medicare, Medicaid and additional social security benefits which were legislated in the 1960's. It also resulted in the passage of the Older Americans Act in 1965.

A bill of rights and obligations of senior citizens was also developed during the Conference. Among the rights and obligations which have educational implications and involvement are the following:

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[2] Smith, op cit, p. 201.

[3] Ada Barrett Stough, "The Responsibility of the Federal Government," Adeline M. Hoffman, The Daily Needs and Interests of Older People, (Springfield, Illinois: Charles C. Thomas Company, 1970), p. 212.

Rights

1. The Right to be useful.
2. The Right to obtain employment based on merit.
3. The Right to a fair share of the community's recreational, educational and medical resources.
4. The Right of access to all knowledge as available on how to improve the later years of life.

Obligations

1. The Obligation of each citizen to prepare himself to become and resolve to remain active, alert, capable, self-supporting, and useful so long as health and circumstances permit and to plan ultimate retirement.
2. The Obligation to seek and develop potential avenues of service in the years after retirement.
3. The Obligation to make available the benefits of his experience and knowledge.
4. The Obligation to endeavor to make himself adaptable to the changes added years will bring.[4]

Public Law 90-256, which was passed in 1968, set the stage for the Second Conference on the Aging. The Congressional resolution included

> Assuring middle aged and older persons equal opportunity with others to engage in gainful employment which they are capable of performing and ... assisting middle aged and older persons to make preparations, develop skills and interests and find social contacts which will make the gift of added years of life a period of reward and satisfaction.[5]

President Johnson's support of the Conference was evident by his statement that "a basic goal of enlightened society must be to provide

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[4] "1961 White House Conference on Aging," Aging, 236-237 (June-July, 1974), 4.

[5] Smith, op cit, p. 202.

opportunities which enable older people to keep and strengthen their independence and dignity."[6]

The 1971 Conference, for the first time, provided a greater opportunity for the senior citizens to express themselves. President Nixon charged the Conference to make specific recommendations to all levels of government and to the private sector as well.[7] Thirty-four hundred delegates, representing four hundred national organizations and many local and regional groups attended the session. All socio-economic groups were represented for the first time: the wealthy, the poor, the black, the Spanish speaking, and the Indian minorities were granted opportunities to voice their problems.[8] Housing, retirement, employment, nutrition, transportation, income, spiritual, and educational needs of the aged were discussed in great detail. There is no doubt that the Conference and its attendant publicity provided the impetus for the national, state and local programs which are in evidence around us today. The recency of the junior colleges' involvement with the aged can be attributed greatly to recommendations which emanated from the Conference.

The educational recommendations which are particularly pertinent for this study are quoted below.

> Expansion of Adult Educational Programs - The expansion of adult educational programs having a demonstrated record of success should receive higher priority with due consideration being given to experimental and innovative programs.

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6 Stough, op cit, p. 347.

7 Smith, op cit, p. 202.

8 Ibid, pp. 205-206.

Educational Opportunities for all Older Persons - Educational opportunities must be afforded all persons, with special efforts made to reach those who because of low income, poor health, social circumstances, or ethnic status are less likely to respond voluntarily. Outreach programs should use all appropriate channels and delivery systems.

Eliminating Barriers to Educational Services - For older persons to participate in educational programs, agencies, organizations, and government must provide incentives. These incentives should be aimed at eliminating specific barriers to the availability and accessibility of educational services for older persons including transportation, free attendance, subsistence, auditing privileges, relaxed admissions requirements, flexible hours, convenient locations, subsidies to sponsors, and removal of legal barriers.

Public Libraries - A Community Learning Resource - Public libraries serve to support the cultural, informational and recreational aspirations of all residents at many community levels. Since older adults are increasingly advocating and participating in lifetime education, we recommend that the public library, because of its nearby neighborhood character, be strengthened and used as a primary community resource. Adequate and specific funding for this purpose must be forthcoming from all levels of government and, most important, from private philanthropy.

Use of Leisure - Emphasis should be given at every level of education to implement and expand the expressed educational objective of "worthy use of leisure." Education must be directed toward an acceptance of the dignity and worth of non-work pursuits as well as development of leisure skills and appreciations.

Scope of Educational Opportunities - Educational opportunities must include basic, continuing, vocational education and training about needs for better use of services, cultural enrichment, and more successful adjustment to aging.

Need as a Basis for Funding - Available facilities, manpower and funds must be used for educational programs designed and offered on the basis of the assessed needs and interests of older persons. The initiative may be taken by many sources, but the design and curriculum must include active participation by older persons.

Toward a National Understanding of Aging - A national awareness campaign must be initiated through mass media and through educational systems to promote better understanding by society

of the nature of the aging process, the needs and interests of older people, and the positive contributions and potentially untapped resources of older persons.

Pre-retirement Education - Pre-retirement education programs must be established to help those approaching retirement age to achieve greater satisfaction and fulfillment in later years. Pre-retirement education must be the primary responsibility of the public education sector in cooperation with relevant community organizations in the areas of industry, labor, all levels of government, voluntary service, and private associations.

Inservice Education for Professionals - We urge that institutions of higher learning provide opportunities for special professional preparation of those who will work and are working with older persons (law, medicine, social work, home economics, recreation, education, etc.). More attention must also be given to workshops, institutes, and inservice education for those who now work with older adults.[9]

These recommendations, which can be compressed into four general categories: pre-retirement education, continuing education opportunities, manpower training for service-rendering workers, and the financial support for such programs, will be discussed throughout the paper keeping in mind the perspective of Pensacola Junior College's involvement in complying with the spirit and challenges of the recommendations.

All educational institutions of the community must play a part in the development and implementation of the recommendations. The community schools, the university and the community colleges are certainly in an excellent position to assist the aged. The community college, however, is the most logical institution to extend its mission to this ever increasing segment of the population needs so that the maximum life potential is attained. It certainly would be fulfilling

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[9] 1971 White House Conference on Aging, Section Recommendations on Education, (Washington, D. C.: United States Government Printing Office, 1971), pp. 2-8.

its mission as a community college by serving a segment of the population that has been neglected until very recently.

Many books and articles have been written about the history, growth, and mission of the junior and community colleges. The experts generally agree that the community colleges should serve all significant segments of the local population with which it is associated. Medsker and Tillery stated that "there is a growing consensus about the nature of the program of the comprehensive community college, which can be summed up as a program for all."[10] Harlacher, one of the foremost proponents of the community based college, stated that one of the functions of the community college is to sponsor

> Multi-service outreach programs which extend the educational resources of the community beyond the physical campus, making education available to all parts of the segments of the community.[11]

He also stated that "community colleges will place increased emphasis for all age levels and all age groups."[12]

In Project Focus, Gleazer stated that the

> Community Colleges are in the business of developing human services for the good of the individual and society.

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[10] Leland L. Medsker and Dale Tillery, Breaking the Access Barriers, (New York: McGraw-Hill, 1971), p. 53.

[11] Charles L. Monroe, Profile of the Community Colleges, (San Francisco: Josey Bass Inc., 1972), p. 139.

[12] Ibid, p. 76.

> They work at this task by helping persons strengthen their self-image and their skills through successful learning experiences ..."[13]

In discussing the community college function of community services, Gleazer also stated that:

> It should take over community action programs, have human relations activities and programs for the aged. To realize the full potential of being where the action is, the community college will want to refocus its efforts in the 1970's. It will need to consider older people as well as youth in its programming efforts.[14]

Later, at the 1974 AACJC Convention, Gleazer stated that:

> Educational institutions should get closer to the people ... provide educational services for all ages and at practically all times, reach out to those who have not been served.[15]

Cosand in his article "The Community College in 1980" declared that community colleges must be just as much concerned with the problems of the old as with the problems of youth.

> The city campus will provide sustenance for older people who are now confined to downtown apartments and who have little to live for - who sit idly by and wait for death.[16]

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13 Edmund T. Gleazer, Jr., Project Focus: A Forecast Study of Community Colleges, (San Francisco: Josey Bass Inc., 1972), pp. 100-101.

14 Ibid, pp. 225, 227.

15 "Community Centeredness is Reaffirmed," Community and Junior College Journal, 44, (April, 1974), 42.

16 Joseph P. Cosand, "The Community College in 1980," ed. Eurich, Alvin C., Campus 1980, (New York: Delacorte Press, 1968), p. 140.

Raines and Myran in an article on "Community Services: Goals for 1980," expertly expressed the challenge to colleges.

> The Community College is being challenged to move from its preoccupation with college age students to a concern for life-long learning. This concern will be expressed through serving the unique educational needs of members of constituencies who were previously given marginal attention.[17]

Coehn stated that the "community college is - or attempts to be - all things to all people, trying valiantly to serve simultaneously as ... counsellor, advisor, and caretaker of both young and old."[18]

At the 1975 Nova Summer Institute, Harlacher, Gleazer and Medsker were among the many who voiced their concern that the future life of the community college is being threatened by the universities and proprietary institutions who are out to capture a greater percentage of the student market. This factor coupled with the declining rate of available student pool, places a burden on the community college to seek other consumers. The community colleges certainly should not panic and drop transfer and career type programs to become completely community based just from fear of competition. It should certainly be more aware of its philosophy and objectives as a community college and place emphasis on those whose educational needs have been neglected.

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17 Max R. Raines and Gundar A. Myran, "Community Services: Goals for 1980," Junior College Journal, 42 (April, 1972), 13.

18 Arthur M. Cohen, Dateline '79: Heretical Concepts for the Community College, (Beverly Hills, California: Glencoe Press, Macmillan Company, 1969), p. XVI.

Pensacola Junior College rightfully considers itself a community college serving the needs of the community. The scope and magnitude of its comprehensiveness in college transfer, adult basic education and career development courses justify that assumption. The aged group is the only segment of the community whose needs have not been considered. Pensacola Junior College, like many other junior colleges, has not premeditatedly shunned or avoided the aged. Development of new courses, new priorities for the disadvantaged and career programs have siphoned off scarce funds and personnel resources. However, the educational needs of the aged can no longer be disregarded. Recent support by the Federal Government to improve the plight of the aged coupled with the advocacy of the community college leadership for community colleges to become more comprehensive in its scope of services and activities, places a responsibility on the junior colleges which can no longer be avoided.

This study addresses itself to the many ways in which Pensacola Junior College can help fulfill the educational needs of the aged. Its purpose is to develop an educational support plan for the aging and aged in the Pensacola area. The needs are dichotomized into two major categories: programs which will directly improve the well being, productivity, dignity and worth of the individual and those programs that train the necessary manpower to assist the unfortunate senior citizens who are confined to their homes, nursing homes or hospitals. In the former category, pre-retirement, continuing or life-long education requirements are developed; in the latter category, in-service courses, special workshops and seminars are considered.

Many recommendations will be made throughout this developmental study. Two major recommendations will be implemented and evaluated to serve as examples of the type of educational programs Pensacola Junior College can sponsor. One will be the establishment of a geriatrics informational program at the Escambia County Council on Aging sponsored Congregate Meal Center participants who often spend as many as four hours a day without the benefit of organized educational activities. The second program involves the establishment of a geriatric in-service program for the nurses and other geriatric workers at the nursing homes in Pensacola since many of the personnel have not received any education or training in the specialized field of gerontology, which is defined as the study of the problems of the aged.

Lack of time will preclude establishing and evaluating the programs at the other six Congregate Meal Centers and the other four nursing homes. However, the pilot program developed for the Westwood Methodist Church Congregate Meal Center and for the Bay Crest Nursing Home can be utilized at the other centers and nursing homes.

A more detailed statement of the purpose of this study is discussed in Chapter IV.

Definition of the Aged

The terms aged, elderly, retired, older Americans, third age people and senior citizens are used synonomously and interchangeably. One new word, "yolsters," which was coined by this writer, will appear to depict the still young at heart oldsters who are becoming more prevalent in our society. In this study the age of 65 has been accepted as the age when one becomes aged for no real reason except that that is the

legal age most generally accepted by most organizations in American society. It is the age when the people most frequently retire and choose to receive social security benefits.

Actually, the Germans should receive credit for establishing 65 as the age of retirement since Chancellor Bismarck of Germany originated the idea of old age and disability insurance in the 1880's to be instituted at the age of 65, even though at that time very few workers lived past the age of 65.[19]

For many hundreds of years, the dubious qualification for entry into the ranks of the aged was expressed in quantitative terms, which were rarely based on scientific research as it is known today. It was more an opinion based on astute observations of the life and culture of the times.

The vast amounts of psychological, physiological, biological and sociological data that has been accumulated in recent years provides the basis for a more general description of what constitutes the aged. It has become most difficult to stereotype one as an aged person because the variables of mental and physical health relegate the categorization to an individual basis. If one has lived a clean, productive life free of illness, entry into the aged category may well be postponed until the eighth decade. On the other hand, an uneducated, financially indigent person with a history of illness, could easily be considered as aged when he is in the forties.

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[19] Margaret C. Gordon, "Aging and Income Security," ed. Tibbitts, Clark, Handbook of Social Gerontology, (Chicago: University of Chicago Press, 1960), p. 228.

Until the 20th Century, one did not become preoccupied about reaching the exalted position of a senior citizen since he died either prior to that age from illness or sheer exhaustion from having worked all his life. At best, he lived for a few precious years after he retired. The preoccupation with the definition of who is considered old and when does one become old has been perennial.

Early Chinese scholars referred to the years between 60 and 70 as the "longed-for-age," at age 70 a person qualifies for old age. Pythagoras said that the last season or winter of life began at age 60. The Greek physician Hippocrates thought the years 56-63 were more inclusive.[20] In the Greek and Roman period, 9% of the population reached the age of 60. However, most died early in life with 46% dying by the age of 20, and 18% by the age of 40.[21]

Flourens, a 19th Century French physiologist, stated that old age consisted of two periods, one starting at age 70 and the other at age 85. The Polish anatomist Bochenek went further declaring that old age was divided into three groups, 60-70, 70-80, and 80-90. Frenkel, the Russian gerontologist, used 70 as the age while Farr, a British physician, preferred to use the period 60-80, calling it the "Laureate Age."

As was indicated above, the federal government through its social security legislation of the 1930's, provided the precedent for

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[20] Donald O. Cowgill, "The Demography of Aging," Adeline M. Hoffman, The Daily Needs and Interests of Older People, (Springfield, Illinois: Charles C. Thomas Company, 1970), p. 30.

[21] Ibid, p. 33.

establishing the American definition of the aged at 65. It is interesting to note, however, that the American Public Health Association disputes that 65 is old. It has proposed that the period between 65-74 be classified as the "early period of old age" and the period between 75 and older as "old age."[22]

Chronological age is not a reliable criterion on which to define the aging process or the entry into the aged category. The greats of the past and near past produced their literary, artistic, musical or intellectual masterpieces when they were well over the age of 65. Oliver Wendell Holmes was still active on the Supreme Court until the age of 90. Churchill's greatness was embarked at age 70 and was a forceful leader in his government's politics until the age of 86. Adenauer became Chancellor of Germany at the age of 73 and political leader for 14 years. The stability of Europe was guaranteed by the ruling expertise of Adenauer and Churchill. Baruch was still active in his 80's. Grandma Moses was painting her most famous scenes in her 90's.[23]

Sophocles was writing Oedipus Rex at 75; Goethe completed his Faust at age 83; Verdi composed his Otello at age 73, Falstaff at 80, and Te Deum at 85. Casals played until his death at the age of 96, Titian was working at 99. Michaelangelo sculptured masterpieces as an octogenarian while Picasso was still painting as a nonogenarian, Eamon

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[22] Gilmore, op cit, p. 72.

[23] Ibid.

de Valera was President of Iceland at 90. How could we forget other greats as Bertrand Russell, George Bernard Shaw, Thomas Edison, Arthur Rubenstein, Pearl Buck, Andrew Maurois, Robert Frost and many others.[24]

There are a great number of lesser lights but nevertheless very effective people. Ethel Percy Andrus founded the American Association of Retired Persons at the age of 74. William Martin became a counsellor for the aged and managed a 50-acre farm at the age of 99. Margaret Kuhn founded the politically active senior citizen group called the Gray Panthers. Jacques Cousteau still dives at the age of 65 in his quest for an understanding of the life of creatures of the sea. Dr. Jeanette Picard, wife of the famous balloonist Jean Picard, is a trailblazer for ordination of women in the Episcopal Church in which she was ordained in 1971 at the age of 76.[25]

There are also many unknown figures whose headlines mean little to the average citizen since the names are unknown; however, their exploits are nevertheless significant. There is the case of Quint T. Quier, aged 91, who after being out of school for 54 years, earned A's on the last two courses in Creative Writing Workshop at Murray State, Kentucky.[26] Fred B. Noble received his M.A. at Jacksonville University

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[24] Morton Puner, To the Good Long Life, (New York: Universe Books, 1974), p. 259.

[25] "Jeanette Picard Still Blazing Trails at 80," The Pensacola News, December 15, 1975, p. 3D.

[26] The Pensacola News, December 12, 1974, p. 15A.

in 1974. There is also Ragnar Frunck who set a water ski record at the ages of 75 and 83.[27] Each year Chicago acknowledges the contributions of its senior citizens. In 1974 people 62-95 were cited. There was a 90-year old woman who was president of two civic clubs; another, 95, sewed blankets and clothing and was in charge of the cancer committee service; a woman of 71 who was chairman of a fund drive which netted $100,000. A man of 83 is a hospital employee and environmental specialist and a man of 68 who holds aerobatic clinics.[28] A 74-year old grandfather is now in his seventh year in the peace corps serving in Iran.[29]

In our area, Mrs. F. Davis, President of the Northwest Florida Conference on Education for Aging, a biologist of fame for her research on different types of grasses, has done a great deal to whip up enthusiasm among the leaders in the Northwest Florida community to recognize the need for continuing education for the aged.[30]

There is also Pensacola's own Angelo DeMarko, a man of 75, an outstanding violin repairman, music salesman and musician who directs

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[27] The Pensacola News Journal, September 3, 1975, p. 5A.

[28] "Chicago Names 50 to 1974 Senior Citizen Hall of Fame," Aging, 238, (August, 1974), 16.

[29] "Grandfather, 74, Starting New 2-Year Duty Tour in Iran," Aging, 243, (January, 1975), 11.

[30] Tom Butler, "Aging: Naught But the Inevitable," The Pensacola News Journal, September 21, 1975, p. 1D.

a volunteer group called Musicians of the Past, a group that entertains before many appreciative audiences. He is constantly looking to the future to continue with his life filled with music and sound.[31]

The father of this writer, age 85, however, has made the greatest impression. It is indeed probable that the interest in this subject of the aged by the writer was inspired by the relative youth and extensive capabilities of his parent who is fully cognizant of the world around him. He is able to discuss intelligently with anyone the intricacies and innuendoes of moves and counter moves in the international and national chess games of power and influence. His memory for the past and the present is as fine or better than most who are considered middle aged. His life is full of zest, looking forward always to travelling and visiting his three sons, tending to the garden, walking, exercising regularly, and eating. He looks forward daily to a continued life since he does not want to die. In his case there has been no disengagement from life and this probably never will occur. Had a disengagement occurred earlier, there is no doubt that his attitude would not be so positive and zestful. There are many more just like him and more to come as the scientific and medical breakthroughs increase the age longevity of life an additional five to ten years in the next twenty years. Contacts with bright-eyed and bushy-tailed octogenarians will be routine in the future.

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[31] Tom Butler, "Aging: For Some it Means a New Beginning," The Pensacola News Journal, September 21, 1975, p. 1D.

If chronological age is becoming a less significant and less meaningful criteria for the determination of age, when does one really become old? Senescense may take three decades to occur. The speed of the decline depends on the individual's life pattern, health habits, and financial condition.[32] The processes of aging vary with each person since the aged as a group are not homogeneous by any means. On the contrary, they vary greatly due to the differences in health, personality and behavior. From a philosophical viewpoint, there are different ways to express what constitutes old age and what time it occurs. Some express aging simply, others in more complicated language.

Kruger-Smith stated that "perhaps it is when he first feels unwanted or unneeded, or when the awareness first strikes that the new generations are taking over his activities or his dreams."[33]

Larsen voiced that "just as we grow at different rates physically and mentally, so we seem to age at different rates ... aging seems as irregular as that part of growing ..."[34]

Heron and Chown define aging as "a decrease of adaptation as a consequence of loss of tissue and functional reserves."[35]

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32 Saul, op cit, p. 5.

33 Smith, op cit, p. 14.

34 Dorothy Hill Larsen, Dialogues in Aging, (New York Teachers College Press, Columbia University, 1966).

35 Alastair Heron and Sheila Chown, Age and Function, (Boston: Little Brown, 1967), p. 1.

Kuhn, founder of the Gray Panthers, said "it's not chronology. It's self-image and mind."[36]

Aging has also been "likened by some people to a wearing out of body parts which are in contact with one another or to a self-poisoning."[37] Others compared aging to the "running down of a clock."

Cowgill stated that:

> It should be emphasized that in this society the onset of old age is determined not by physical debility, not by a stage of the family cycle such as becoming a grandparent, not by disengagement from sports or recreation activities, but by retirement from work, and in such a mechanized time conscious society, it is natural that this point should be established by a chronometer.[38]

In the same book, Cowgill quoted Simmons who stated that:

> When there is a greater variability in the specific roles ascribed to older people, it appears that there is a tendency in old age to shift toward more sedentary, more advisory and supervisory activities, to those involving more group maintenance more than economic production.[39]

"Aging, as the term applies, is a process," according to Burgess. "It begins even before birth and continues until death. As such, aging is synonomous with human development."[40]

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[36] People Magazine, October 17, 1975, p. 29.

[37] Helen Turner Burr, Psychological Functioning of Older People, 3rd. ed., (Springfield, Illinois: Charles C. Thomas, 1971), p. 22.

[38] Donald O. Cowgill and Lowell D. Holmes, Aging and Modernization, (New York: Appleton-Century-Crofts, 1972), p. 245.

[39] Ibid, p. 4.

[40] Ernest W. Burgess, "Aging in Western Culture," Ernest W. Burgess, Aging in Western Societies, (Chicago: University of Chicago Press, 1960), pp. 4-5.

The late Senator Desmond of New York stated that:

> Old age is preventable only by death. The outward signs such as the weathering of the skin, the dimming of the eyes' focus or the tiring of legs are inevitable as the years progress. But it is the inner self that largely determines one's own true age. The thermostat of true aging is a set of one's mind, by serenity of spirit, by continued 'growth' and by purposeful activity.[41]

Fannie-Fern Davis, a renowned biologist, who lives in Northwest Florida, stated that:

> What people don't realize is that youth isn't an age, it's a spirit ... as long as you can adapt to change, you think young, and keep on learning, then you're not old. There are a lot of old 20-year olds who can't adapt to change, who are rigid in their attitudes. These people will always be old.[42]

Field sums the definition of aging well by stating that:

> As we look at the problem, it becomes clear that there is no fixed age at which one suddenly becomes old. It is a gradual process. Some hold that aging starts at birth. We now find reference in the literature to 'younger old,' those under 75, and the 'older old,' those over 75.[43]

These labels, of course, are arbitrary and can not apply to all the people on one or the other side of the fine line of senior citizen status.

There are perhaps three ways to measure age: chronological, physiological and psychological. Chronological age, as has been

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41 Joseph C. Buckley, Reviewed by Henry Schmidt, The Retirement Handbook, (New York, Harper & Row, 1967), p. 11.

42 Butler, op cit, p. 1D.

43 Minna Field, The Aged, the Family and the Community, (New York: Columbia University Press, 1972), p. 12.

discussed above, is perhaps the easiest determinant but the least meaningful, since there are young people who are prematurely old and old people who are physically and mentally sprite and alive. It is for this reason that doctors prefer not to rate their older patients by chronological age but rather by their functional capacities and capabilities.

The physiological condition of the body has been studied scientifically to ascertain the degree of aging which has occurred at any particular time in life. Measures of the elasticity of the skin, cardiac output, sensory and visual changes are but a few of the standards which have been used to determine the degree of physical deterioration. Persons who suffer major physical deterioration in any of the above categories may well be categorized as aged if no action is taken to ameliorate their conditions. Modern pharmaceutical and therapeutic procedures, external devices and prosthetics can certainly elevate persons to a new degree of alertness and physical health, except in cases where extreme irreversible conditions exist.

The determination of age by studying the psychological aspects of aging is a much more complicated process since, according to Carp,

> Developmental processes, both progressive and retrogressive, go on at all stages of life. Degenerative processes go on in the individual even before he is born. He would not be normal if he didn't. Secondly, these processes of growth and retrogression go on at different times in various functions. Thirdly, they go on with some consistency from person to person.[44]

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[44] Rosamonde Boyd and Charles G. Oakes, eds., Foundations of Practical Gerontology, (Charleston, South Carolina: University of South Carolina Press, 1969), p. 102.

Breen, in his article on the "Aging Individual," aptly stated that "an individual at any time in his life is the aggregate and interaction of many functions, some in development, some at peak and some in decline."[45]

The psychological research conducted on aging has stressed mainly "mental disorders, psychomoter changes, personality changes and intellectual changes in later years."[46] The changes in intellectual capacity and the ability to learn deserve a separate and distinct emphasis since there are so many misunderstandings and myths concerning the ability of the aged to continue to learn.

Studies have been conducted comparing the decline of vital capacity and intelligence. The data indicated that the maximum scores achieved on the vital capacity and intelligence tests occurred between the ages of 20-25. Contrary to popular belief, intelligence declined at a faster rate than the vital capacity; however, the overall decline between the ages of 25-75 years of age was most gradual, never precipitous.[47] Many studies have been conducted which compare intelligence tests scores attained by younger age groups to those achieved by older adults. Patterns of performance on intelligence tests demonstrate

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45 Leonard L. Breen, "The Aging Individual," Handbook of Social Gerontology, Clark Tibbitts, ed., (Chicago: University of Chicago Press, 1960), p. 159.

46 Ibid, p. 152.

47 George L. Maddox and Elizabeth B. Douglass, Aging and Variability of Individual Differences: A Longitudinal Analysis of Social Psychological and Physiological Indicators, Duke University, ERIC ED 087 966, August, 1973, pp. 27-28.

that there is an average increase in test scores until the 20th year with a gradual decline until the age of 50, followed by a more rapid decline in scores until the age of 80.[48] The intellectual decline follows the same path as experienced in physiological functions. Chown stated that:

> The age at which the maximum is attained varies from ability to ability but seldom occurs beyond 30 and in most cases, somewhere in the mid-twenties. Once the decline begins, it progresses uninterruptedly.[49]

Chown also charted the Wechsler Adult Intelligence Scale variation of scores on the informative, arithmetic and block design, vocabulary, similarities, picture arrangement, comprehension, digit span and digit symbol sub-tests. It was interesting to note that all abilities did not decline at the same rate as one became older. For example, the vocabulary and comprehension test abilities help up much better as age progressed than the substitution and similarities ability sub-tests.[50] Lorge tried to explain this phenomenon by stating that "even though there is a decline in the speed of reaction, there is no parallel decline in the power to react."[51]

In his extensive research in life-long learning rates using intelligence tests which were timed and untimed, Lorge was able to

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48 Drake, op cit, p. 304.

49 Sheila M. Chown, Human Aging, (Baltimore: Penguin Books, Inc., 1972), pp. 26-27.

50 Ibid, pp. 26-27.

51 Howard Y. McCluskey, "Education: Background Issues," White House Conference on Aging, ERIC ED 057 335, pp. 16-17.

conclude that there is a decline in the learning rate but, that between the ages of 20 through 60, it remains rather constant. He also concluded that most declines in rate of learning can be attributed to vision and hearing losses.[52] Hendrickson indicated that if speed were to be removed from the learning tasks, the "differences between young and older, insofar as their power to learn, become much smaller."[53]

Studies conducted by Maddox and Douglas

> ... provide evidence that development, change, and growth continue through the latter years of the life cycle in spite of the decrement of social, psychological and physiological functioning which often accompanies the aging process.[54]

Owens also conducted extensive research using the Army Alpha test scores attained at various ages. The results of the 96 subjects who were tested in 1919, 1950 and in 1961 showed that from the ages of 50-61, there was "relative constancy in mental ability test performance."[55]

A study was conducted in 1971 by North Carolina State on contract with HEW to measure the "adult performance as related to age." Fifty-five school teachers between the ages of 20-66 were tested. Results showed that performance declined with aging but that older adults

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[52] Maddox, op cit, p. 114.

[53] Andrew Hendrickson and Robert W. Barnes, "The Educational Needs of Older People," Vol. 16, No. 1, (Columbia, South Carolina: Adult Education Association of America, May, 1967), p. 14.

[54] Maddox, op cit, p. 114.

[55] Ibid, p. 47.

had better abilities "to make precise judgments under severe testing conditions."[56]

Research with 424 company executives, many of them in their 60's and 70's, proved that as a group they were able to absorb knowledge and were as intellectually young as those who were in their 20's. It was concluded that decline of mental agility is probably due to lack of work rather than overwork and that capacity to learn exists if the brain is kept active.[57]

In another test given to two groups of academic men between the ages 60-80 and another between 25-35, there was no conclusive proof of psychological decline in the 60-80 group. Any decline that was recorded was probably due to lack of use of mental facilities and lack of familiarity with modern standardized tests rather than a decline in learning abilities.[58]

Jewett, a psychologist, disagreed that there is any mental deterioration as one becomes older. Instead, he affirmed that neither efficiency nor intelligence decrease with age.[59] Jonas and Jonas agreed with Jewett since they believed that brain power increases and improves

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56 William L. Carpenter, A Group and Individual Analysis of Relationship Between Age and Infancy Channel Capacity of Adults, (North Carolina State under Contract with HEW, July, 1971, ED 059 437), p. 116.

57 Ibid, p. 116.

58 Drake, op cit, p. 305.

59 Puner, op cit, p. 259.

with age.[60] Baltes came to the conclusion that gerontological intelligence is not a declining phenomenon and that "what goes up must come down is a myth."[61]

In summary, there are some conflicting views on the ability of the aged to continue to learn. People who were brighter in youth will tend to retain higher scores than those who were less significant.[62] As a rule, however, there is a concensus of opinion that, although learning declines with increasing age, senior citizens continue to retain their ability to learn. In addition, the aged s loss of visual and auditory acuity, general inability to cope with speed and power tests, as well as their unfamiliarity with objective type tests militate against achievement of optimum test scores. With the capacity to continue to learn, albeit at a slower pace, there are certain techniques which could be used to insure that the older adult's retentivity and proficiency maintain themselves at a level commensurate with their age and health. The hiring of teachers empathetic to aged people, the structuring of relevant curriculum to meet the needs of the aged students and the establishment of pleasant and comfortable instruction environment will certainly improve the motivation and desire of the aged to participate in life-long educational programs. The burden rests

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60 Ibid.

61 Paul B. Baltes, "Intellectual Decrement in Advanced Age: A Myth," A Symposium on Adult Learning Psychology: Implication for Higher Education, Division of Continuing Education, State University of New York at Buffalo, October 15, 1973, ERIC ED 094 173.

62 Boyd, op cit, p. 114.

squarely on educational institutions to devise continuing education programs which are commensurate with the learning abilities of the aged so that the aged can fulfill their second career objectives as well as their newly found abundant leisure time needs in an exciting and fruitful manner.

Chapter III

REVIEW OF THE LITERATURE

Prior to 1950 relatively few books were written about the educational needs of the elderly. Most of the efforts to assist senior citizens were concentrated on housing and social security needs, retirement and family relationships. In the 1950's and 1960's emphasis on the biological, sociological, and psychological needs of the aged began to appear more frequently as data became more prevalent. In the early 1960's a series of collections of articles on gerontology were published which generated a great deal of interest throughout the country. Two of the foremost writers were Clark Tibbitts and Wilma Donahue who had written many articles in the 1950's.

Tibbitts, in his Handbook on Social Gerontology, accumulated articles on "The Basis and Theory of Societal Aging," "Impact of Aging on Individual Activities and Roles," "Aging and Reorganization of Society," "Use of Leisure and the Aging Individual." Tibbitts later teamed up with Donahue to publish Aging in Today's Society and Social and Psychological Aspects of Aging. In these texts, articles dealing with subjects such as "The Psychology of Aging," "Factors in Intellectual Change," "Housing, Family and Social Relationships," Learning Problem Solving," and "Aspects of Retirement" were published. Many of these articles used by Tibbitts in his books were written by such

renowned gerontologists as Donald Cowgill, Max Kaplan and Leonard Breen.

An excellent anthology of articles edited by Burgess, Aging in Western Societies, provides excellent insights on demographic trends and aging patterns in Western cultures. An excellent mate to this book is Aging and Modernization written by Cowgill and Holmes. Wolff's The Biological, Sociological and Psychological Aspects of Aging is an excellent reference dealing with the physical and mental processes associated with aging.

The awakening of the American public to the plight of the aged as a result of these books and other articles published in medical journals, provided the stimulus for others to delve into the problems of the aged. However, it was not until the second and third White House Conferences on Aging convened in 1961 and 1971 respectively, that a greater number of articles were written describing the general needs of the ever growing elderly population. Most of these texts and articles published continued to dwell on the housing, transportation, physical and mental health needs of the aged. The survival needs were so great that educational and leisure needs were either completely overlooked or given scant attention. Perhaps the authors reflected the priorities of the time, though the same basic survival needs still exist for many today. The increasing span of life from retirement to death, better health and financial status now accord the senior citizens the opportunity to seek out all forms of educational opportunities so that their life may continue to be productive, interesting and meaningful. The literature is now beginning to reflect the pre-retirement and

life-long educational needs of the aged and the part that community colleges should play in the fulfillment of those needs.

The more modern textbooks which provide some coverage of the general subject of educational needs and interests include Hoffman's, The Daily Needs and Interests of Older People, Jonas and Jonas', Young Till We Die, Loether's, Problems of Aging: Sociological and Social Psychological Perspectives, Puner's, To The Good Long Life, Field's, The Aged, the Family and the Community and Kruger-Smith's, Aging in America.

In the field of pre-retirement education, Buckley's, The Pre-Retirement Handbook, Gilmore's, How to Plan for Your Retirement, Mulac's, Leisure Time for Living and Retirement, Mulvey's, "Preparing for Retirement," Tibbitts', The New Guide to Happy Retirement, and Ware's, A New Guide to Happy Retirement are excellent references whose contents provide the answers to the solution of retirement problems. The Pre-Retirement Program for the State of Florida, produced by the Florida Division of Aging, is an excellent guide for the establishment of pre-retirement education programs.

Many texts discuss the learning curves for all people of all ages, but few discuss the learning abilities of the aged in depth. The Aged Are People Too, by Buckley, Human Aging, by Chown, "Aging and Variability of Individual Differences: A Longitudinal Analysis of Social, Psychological and Physiological Indicators," by Maddox and Douglass, Psychological Functioning of Older People, "Sociological Aspects of Learning and Memory," by Sherwood; Baltes, "Intellectual Decrement in Advanced Age: A Myth," and "Mental Adjustment and Physical

Changes with Aging," by Bowman, all provide excellent insight into the senior citizens' intellectual capacity and ability to continue to learn and grow.

Magazines, pamphlets, journals and newspaper articles generally constituted the bulk of the bibliography related to the life-long educational needs of the aged. The Department of Education of Florida's "Meeting the Education Needs of Adults Who Can Not Enroll in Full Time Educational Programs," "Educational Needs of the Elderly," by Robert E. Sarvis, "Perspectives! Aged Will Fill the Classrooms," published in the Pensacola News Journal, "Programs for the Elderly," pamphlet published by Miami-Dade Community College, "Introduction to the Education Program for Older Persons," produced by Farleigh Dickinson University, and Korim and Waugaman's, Older Americans and Community Colleges Selected Papers, are excellent references. Cowgill's "The Demography of Aging," Rose's, "Future Development in Aging - Perspectives," Jacob's, "Education for Aging" also provide excellent background information on the general needs of the elderly. Probably the two most comprehensive sources are the Manual on Planning Education Programs for Older Adults by Andrew Hendrickson and Andrew S. Korim's Older Americans and Community Colleges: A Guide for Program Implementation.

The funding required to support the educational programs which have been instituted for the aged can be identified mainly in the Higher Education Act Title I and The Older Americans Act Comprehensive Education Training Act, as amended. An excellent recapitulation of all of the laws that apply to the needs of the aged can be found in the Hendrickson manual referred to above and included in this paper as Appendix A.

The involvement of community colleges in community service activities is attracting the attention of many community college leaders. Excellent discussions and program descriptions may be found in Campus 1980 edited by Eurich, Dateline 1979, Heretical Concepts for the Community College by Cohen, Gleazer's Project Focus, Medsker's Community College Education, Monroe's Profile of Community Colleges, and Harlacher's The Community Dimensions of the Community College.

Several educational bibliographies were most helpful. The Education for Aging Bibliography produced in 1975 by Montclair State College's Adult Continuing Education Center in New Jersey was the most helpful since it included the most comprehensive modern texts and articles dealing with all aspects of the problems of the aged.

The Comprehensive Bibliography on Educational Gerontology compiled in 1971 by the Institute of Gerontology in Ann Arbor, Michigan, provided references on "Educational Programs for Older People," "Pre-Retirement Education," "Consumer Education," "Teaching Old People," "Learning in Old Age," "In-Service Training," and "Retraining Older People."

A selected bibliography on Second Careers, compiled by Carol H. Kelleher in 1973 for The National Council on Aging was also a worthy consultative source.

Eric Publication ED 048 560 Education of the Aged, included sections on "Understanding the Aging Process: The Impact of Aging Upon the Individual and Society," "Educational Programs, Services, Research Activities for the Aging," "References for Lay Readers and Volunteers Serving Older Adults," "Educational Information Sources,"

and "Professional Leadership Development." It is not as valuable a source as the other cited publications since the references contained therein were published in the 1950's and early 1960's. However, it is an excellent background informational source.

The above mentioned bibliographic references represent the highlights of the literature available on the subject of the "Educational Needs of the Aged." The remaining important references in the literature are interspersed throughout as an integral part of this study.

Chapter IV

STATEMENTS OF MAJOR ISSUE

The major issue of the MARP is the development of a comprehensive educational support plan to meet the varied needs of the aged who reside in the greater Pensacola area. Pensacola Junior College has never excluded the aged from its open door policy, nor has it encouraged the participation of the aged either by facilitating their enrollment in the many programs offered by the College or by outreaching so that the programs may be closer to their residences. The individual needs of the senior citizens encompass pre-retirement and continuing education interests and desires. Adult basic education, career education, college transfer courses, and cultural enrichment programs are discussed under the heading of continuing or life-long education. The benefits which accrue to the senior citizens from the various educational programs are of an individual nature. Their life becomes more rich and fruitful from any participation therein.

The aged who are confined to their homes, hospitals or nursing homes due to infirmities also need educational support, but of a different nature. They deserve to be surrounded by adequately trained manpower on whom they depend for service-rendering duties. Any geriatric information which may be included by Pensacola Junior College in existing general manpower courses is meaningful but far too minimal.

In this study, recommendations will be made on how the College may increase the numbers and quality of the trained manpower through an intensification of the geriatric information provided in existing courses, through the establishment of special in-service programs, gerontological seminars and workshops. Two of the major recommendations have been implemented and evaluated to demonstrate services that Pensacola Junior College can cater directly to the needs of the individual senior citizens and indirectly by insuring that adequate service-rendering manpower personnel are available.

The first project involved a geriatric information series which was presented at one of the Congregate Meals Centers. The second project involved the development of an in-service program at one of the nursing homes to assist in improving the geriatric workers attitudes towards their patients. Lack of time precluded establishing and evaluating programs at the other six congregate meals centers as well as the other four nursing homes. However, the pilot programs will be able to be established at the other centers and homes since the programs have been taped.

The developmental nature of this study required that a special format be devised to deal with the chapters that discuss pre-retirement education, educational requirements and educational services. Each of these chapters will include a definition of the problem, a general discussion of the problem, recommendations to solve the problem, followed by actions various College departments and staffs have taken to reduce or eliminate the problem. The chapter on pre-retirement education will be the first to be so treated.

Chapter V

PRE-RETIREMENT EDUCATION

Many of the problems facing the aged would not have presented themselves had the individuals concerned themselves earlier in life to cope with the problems associated with retirement as well as the inevitability of growing old with all of its physiological, psychological and financial problems. The fear of the unknown and uncertainty places retirement in 9th place on a list of 40 stress producers, ranking behind the loss of a spouse.[1]

Problem

Until recently, little action was taken to mollify the transition from a life of productivity to one of questionable value to the individual who has not prepared himself. Pre-retirement counselling

> ... has been found to be one of the least well developed for the aging and aged. It is, however, one of the most important and should be available at least ten years, if not more, in advance of retirement if the retirees are to avoid the pitfalls and sadness many experience after retirement.[2]

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1 Sylvia Porter, "Retirement Counselling Is a Good Idea," The Pensacola News Journal, July 1, 1975, p. 2D.

2 Joe Bales Graber, "Community Health Services," Adeline M. Hoffman, The Daily Needs and Interests of Older People, (Springfield, Illinois: Charles C. Thomas Company, 1970), p. 364.

Those who are prepared for retirement generally retain an interest in life and conversely, those who are unprepared will probably lose interest in life and die earlier than their time.

Discussion

Retirement involves the stopping of work after having been gainfully employed over a number of years. There are two types of retirement: voluntary and involuntary. Persons in the latter category are those who must retire involuntarily because of legal age, limitations on work, ill health, disability or because they were discharged by a company for a variety of reasons.[3] Involuntary retirement is repugnant to the healthy because they consider work useful to them and society and the associated activity necessary to continued good physical and mental health. For those who are ill, forced retirement implies a life that is finished, worthless and meaningless. A Harris Poll indicated that many citizens over 65 would like to continue working. The interviewees believed that nobody should be forced to retire since "forced retirement means that the ability of a mature citizen to use his or her talents and energies, ambitions, and drives is stripped away."[4] They wanted to work because they knew very well that

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[3] Drake, op cit, p. 121.

[4] Rose Sold, "Survey: Seniors Resent Mandatory Retirement," The Pensacola News Journal, November 11, 1974, p. 7-A.

> ... work in itself makes a person feel useful and keeps them from becoming old, that just because a person passes 65 in no way, shape or fashion means that he is not qualified to work, work hard, and make a significant contribution to society.[5]

In 1890, 89% of the male workers between 55-65 years of age worked.[6] In 1900, two-thirds of those 65 and older worked, but today only 33% are employed.[7]

Retirement was unknown in 1900 since only three years usually separated the end of the work-life and life expectancy. Today a person has at least 10-15 years between retirement and death. At the turn of the century, only a handful of workers retired early. In the 1940's in Pensacola death occurred approximately three years after retirement, today a person lives an average of ten years.[8] In 1950, 83 out of every 100 retired at the age of 65; in 1964, there were 234 out of every 1000. The reason for the major increase can be attributed to more forced corporative retirement policies and the attraction of the higher social security benefits, which made retirement more desirable.[9]

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5 Ibid.

6 Bortz, op cit, p. 155.

7 John Kelly, "Is Retirement Fatal," Family Weekly Section, The Pensacola News Journal, Pensacola, Florida, September 28, 1974, p. 4.

8 Navy Times, 24, No. 50, (October 1, 1975), 12.

9 Daniel E. Alleger, "Social Change and Aging in the 20th Century," Southern Conference on Gerontology, University of Florida, Institute of Gerontology, (Gainesville: University of Florida Press, 1964), p. 3.

Persons who retire voluntarily are in the minority since only a few look forward to retirement. However, they usually have thought out the problems associated with retirement and adjust more rapidly to their new life even though, in fact, what they imagined retirement to be and what actually occurs at the retirement may not be related at all. How many do you know who planned their retirements, looked forward to the free days and nights, only to be disappointed.

The involuntary retirees, on the other hand, who because of legal age limitations on work, ill health, disability, or discharge for lack of work, generally have not made plans or prepared themselves mentally to accept a new way of life. Their adjustment to the unexpected free time and leisure hours will probably be beset with severe adjustments since unproductive inactivity can only lead to deleterious deterioration of psychological, physiological and biological body functions. A study on retirees conducted by the National Institute of Mental Health revealed that those who were forced to retire tended to suffer from disorganized behavior and a lack of goals.[10]

Attitudes toward retirement vary according to age, socio-economic group, and the type of job the individual has been performing. However, pre-retirement and role planning will facilitate the transition to retirement.

Thompson, Street and Kosa Study indicated that those who retired voluntarily but with unfavorable retirement attitudes, were more

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10 Kelly, op cit, p. 4.

satisfied in retirement than those who were forced to retire, but had favorable attitudes.[11]

In studies conducted in the 1950's, older workers, mal and female, as they approached retirement, tended to repress the idea of retirement. Fear of death, loss of status, and the uncertainty of the future created unfavorable attitudes toward retirement. Male workers had a more unfavorable attitude than females. Persons at higher occupational levels, who found their work interesting and rewarding "tended to look more favorably on retirement than those in lower occupation groups."[12] Pension income played a part in the decision of those in the higher occupation level to retire. Of course, a distinct factor in favorable attitudes toward retirement would have been the individual's financial and physical conditions.

In research conducted in 1964, the attitudes of professional and managerial, white collar craftsmen, senior skilled and unskilled personnel and married couples were studied. The results demonstrated that the professional people did not welcome retirement but had good experiences in retirement. The white collar and skilled welcomed retirement and had good experiences, whereas the semi-skilled or unskilled did not look forward to retirement with anticipation.[13] Workers

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11 Field, op cit, p. 72.

12 Margaret S. Gordon, "Work and Patterns of Retirement," Robert W. Kleemeier, ed., Aging and Leisure, op cit, 30.

13 Chown, op cit, p. 327.

generally dreaded retirement because they believed that it reflected the end of their importance in this world with the future portending only health and financial problems. It is, therefore, essential in any retirement education planning that the psychological attitudes of the potential retirees be recognized.

Whether the attitude of the majority of the aging population favors retirement or not is immaterial, since the retirement practice has come more into vogue. In addition, since our society is more leisure centered, as work-life expectancy is shortened, more adults will accept retirement as a way of life.

Until recently, preoccupation with making plans for a protracted retired life did not exist. In the past, there were aged people in our society but usually they worked until they died. In fact, in 1900 a man could only expect to live an average of 2.8 years in retirement compared to 6.5 in 1955. Today it is approximately 7 years, and by the year 2000, it will average 8.7.[14] Consequently, few had occasion to prepare for the new role of a retiree.

It did not matter even if they did, unless they were independently wealthy or their family provided amply for them, since there were very few pension plans and no social security benefits to alleviate their problems when retirement time arrived.

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[14] Robert W. Kleemeier, Aging and Leisure, (New York: Oxford University Press, 1961), pp. 27-28.

Federal legislation and corporative retirement plans altered retirement patterns. Prior to the passage of the Social Security legislation, there were no major retirement programs in effect for the majority of the aged. Even then, few could take advantage of the benefits since so few lived long enough to accept the benefits. The total number of retirees who received benefits has increased from 600,000 in 1940 to 10.8 million by 1958, and to 16 million in 1970.[15] With the reduction of the legal age to 62 for the receipt of Social Security benefits, albeit at a lower dollar scale, over 20,000,000 people are now receiving Social Security benefits. The federal government has also provided an impetus to and a precedence for early retirement in both its civil service and military programs, mainly to reduce unemployment. Civil service employees can retire as early as 55. Military enlisted personnel who entered the service at 18 years of age may retire after twenty years of service. Officers who achieve officer status at a later age, usually at 22-24 years of age, can easily retire at the age of 45. Military personnel with 30 years of service, the age at which most are forced to retire, would still be considerably young by normal retirement age standards.

Corporations are encouraging early retirement at age 65 or 60 to reduce costs, to promote younger people, and to attract younger people.

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15 Wilma Donohue, Harold L. Orback and Otto Pollak, "Retirement: The Emerging Social Pattern," Clark Tibbitts, Handbook of Social Gerontology, (Chicago: University of Chicago Press, 1960), pp. 344-346.

United States technology has made it possible, up to the present, to support an economically non-productive retired population through pensions and governmental subsidies. How much longer the taxpayer can support the whole aged population is problematical as the aged population increases from 10 percent to approximately 20 percent of the population. The growth of the gross national product since 1950 has been magnificent even though it was falsely fueled by the Korean and Vietnam Wars. How much longer the United States will be capable of continuing to support non-productive elements in our society is indeed very questionable.

Union contracts with private industry indicate that more liberal retirement plans will appear in the future. The United Automobile Workers signed contracts in 1972 which permitted retirement at the age of 56.[16] In fact, more compulsory retirement plans at fixed age limits may become very prevalent since corporations would rather make room for the younger population whose efficiency and production capability is generally higher. In many large companies, 40 percent of the employees are retiring prior to compulsory age.[17] Eugene Jennings has stated that the big corporations are forcing upper middle managers into early retirement by the age of 55, either forcibly or by offering bonuses.[18] A corporate study group on the West Coast predicted

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16 Puner, op cit, p. 167.

17 Bortz, op cit, p. 90.

18 "Big Firms Dangle Retirement Carrot," The Pensacola News Journal, July 27, 1975, p. 5-E.

that within 20 years the average retirement age will be 55, leaving the retiree to look forward to 25 years of retirement.[19]

The industrial and technology revolution has also made it possible to have more leisure without a reduction in material comforts. The average work week has been reduced to 37.5 hours from 60 hours in 1900 and from the high of 70 hours in 1850.[20] The American male in 1900 worked about 14 years for every year of retirement. By the year 2000, if retirement and age expectancies continue, he will probably work only 5 years for every year of retirement.[21] In 1885 when a person could expect to live only to 40 years of age, he spent 7.8 percent of his time on leisure. In 1950, when the life expectancy was 70, 20.7 percent of his time could be used on leisure activities. By the year 2000, with the average age expectancy to be between 75 and 80, he will have 27.1 percent of his time available for creative type activities. On the other hand, in 1885, 26 percent of the lifetime was devoted to work, in 1950 it had dropped to 15.3 percent, and in the year 2000 it is expected to decline to 7.9 percent.[22] This

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19 Porter, op cit, p. 2-D.

20 Max Kaplan, "The Uses of Leisure," Clark Tibbitts, ed., Handbook of Social Gerontology, (Chicago: University of Chicago Press, 1960), p. 416.

21 Juanita M. Kreps, Employment Income Retirement Problems of the Aged, (Durham, North Carolina: Duke University Press, 1963), p. 47.

22 Joseph W. Still, "Boredom - The Psychosocial Disease of Aging," Geriatrics, 478, (September, 1969), 4460.

means that we are already in the era whereby leisure occupies more of our time than work and that in the future it will occupy an even greater proportion, especially for the elderly who, after retirement, can expect to have approximately 12 hours a day to spend on leisure time activities. If these hours are not filled, boredom is certain to set in. With that will come the acceleration of senility and death. These additional hours of leisure, which are now taken for granted, do not create problems for the younger adults who are accustomed to leisure and are not steeped in the tradition that work "is the source of values, the basis of character, the rootedness of man and the care of the Christian World."[23] On the other hand, the new found leisure that may last as many as 20-25 years, presents a problem for the older adults who have lived under the work ethic concept all of their lives.

Leisure time has been defined as the "time which is free from the more obvious and formal duties which a paid job or other obligatory occupation imposes on us."[24] To most people it means that it is a time to rest and to enjoy the golden harvest for the previous years of hard labor. Havighurst defined leisure activities as:

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[23] Max Kaplan, "The Uses of Leisure," Clark Tibbitts, ed., Handbook of Social Gerontology, op cit, p. 416.

[24] Max Kaplan, "Toward a Theory of Leisure of Social Gerontology," Robert G. Kleemeier, ed., Aging and Leisure, (New York: Oxford University Press, 1961), p. 392.

> Activities in which a person may indulge of his own free will either to rest, to amuse himself, to add to his knowledge, or improve his skills without increasing his earning power or maintain his voluntary participation in the life of the community.[25]

There are different categories of leisure time: Foote and Cottrell said that there was a leisure of physical play, intellectual play and artistic play. Linden classified leisure or free time as that "which contributes to social and cultural advancement, to creative expressions, to entertainment, recreation or personality development, to the fostering of life ... and to classification and ordering."[26] Havighurst classified leisure time into the meeting of bodily needs, production of goods and services, service to others and recreation and enjoyment.[27]

For some it may take a firm disengagement with little or no action and for others, continued activity. Physical, financial and social conditions in which people find themselves as well as the personality of the individual will combine to dictate the form of leisure that will prevail.

According to Matilda White Riley and Anne Foner, the aged who are unemployed and receive social security benefits allocate the major

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25 Robert J. Havighurst, "Leisure and Aging," Adeline M. Hoffman, The Daily Needs and Interests of Older People, (Springfield, Illinois: Charles C. Thomas Company, 1970), p. 166.

26 Max Kaplan, "Toward a Theory of Leisure of Social Gerontology," Robert G. Kleemeier, ed., op cit, p. 406.

27 Ibid.

part of the day as follows: sleep - 9 hours, meals - 3 hours, housekeeping - 1.6 hours, personal care - 4.2 hours, visiting - 1.6 hours, television and radio - 2.8 hours.

Television is the greatest single consumer of leisure time even though as a rule it is considered to have little value. It does nothing to help one's self-respect or to provide an outlet for self-expression - all required to lead a good life.[28] On the other hand, it is a blessing, especially to the older people who are poor and uneducated because they normally are not capable of doing anything productive with their leisure time.

What is important is that there be pre-retirement education and preparation available to the increasing numbers of aged desirous of fulfilling their remaining years of leisure with a sense of purpose, dignity and work. Puner stated that in developing programs for the aged there is a need to consider their desires to render socially useful service, spiritual satisfaction, opportunity for self-expression and achievement, recognition as an individual, health care, enjoy companionship, and to be part of the community.[29] These leisure needs and desires are reflected in club or group activity, service to others, or education.[30] Havighurst stated that self-directing, receptive and social activity programs involving reading, sports, hobbies, music appreciation, friendship group and life-long educational experiences

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28 Puner, op cit, p. 177.

29 Ibid, p. 174.

30 Ibid, p. 189.

will need to be addressed in the development of leisure time programs.[31] Unfavorable attitudes toward retirement can be mitigated by pre-retirement planning, whether the aged plan to work in second or third careers or whether they intend to take advantage of the newly acquired leisure time they opted for so often in the past. Such planning, to be effective, should be commenced early in life, not a month or two prior to the day the gold watch is presented with a pat on the back for a job well done for the previous years of dedication, devotion and good service.

The social, financial and emotional problems associated with retirement must be attacked prior to retirement. Winogard, the Division of Aging pre-retirement planner for the State of Florida, believes that the time to start thinking about retirement is at the age of 35, not 65.

> Most retirees discover the retirement road is a dreary boulevard of broken dreams ... they discover the rich and satisfying life they expected full of frustrations that lead to depression ... depression to loss of appetite ... loss of appetite to improper diet ... improper diet to illness ...[32]

A survey conducted by Thompson Products indicated that 74 percent of the respondents advised that retirement planning should start as early as age 55 and that the company assist in planning retirements. At Personal Products Corporation such a program was instituted for 61

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31 Robert J. Havighurst, "The Nature and Value of Meaningful Free Time Activity," Robert W. Kleemeier, ed., Aging and Leisure, op cit, p. 315.

32 Dot Brown, "Retirement is What You Make It," The Pensacola News Journal, December 4, 1974, p. 1-D.

people who were 55 years of age or older, 10 years away from the company policy of compulsory retirement age. Subjects such as "Personal Finance," "Social Security and Retirement Insurance Plan," "Maintaining Health After 50," and "Community Needs and Resources" were discussed to the delight and satisfaction of the workers.[33] More and more corporations are becoming involved in instituting pre-retirement education programs. Though, unfortunately, there are only too few programs in operation, exposure to the hazards of retirement is better any time prior to retirement than none at all.

Those who seek another career need to plan several years in advance of the retirement date so that they will be prepared to offer a prospective employer a unique set of qualifications. If the prospective retirees were to be satisfied with their past experience as their passport and visa to future employment they will be disillusioned early. The retiree who contemplates the past only invites sadness and unhappiness. "He should draw down the shade on the window of the past, as painful as it might be, and look only through the porthole of the future."[34]

Just as retirees striving for a second career need to plan for the future, retirees who do not intend to work or can not obtain a job

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[33] Fred T. Golub, John F. McBride and Hamilton Stillwell, "Retirement: An Experiment in Group Counselling," Personnel, (May, 1956), pp. 545-547.

[34] G. B. Tamburello, "Reminiscence or Reality: Military Retirement Alternatives," The Retired Officer, XXVII, (November, 1971), 34.

need to avoid confrontation with reality by keeping occupied. Those who will sit thinking of the past will only invite unhappiness. Baruch stated that "an increase in the life span provides more economic and social implications than the development of atomic energy."[35] They should not fall into the trap that George Bernard Shaw aptly described as "perpetual leisure without being hooked up to the main procession of life is a good working condition of hell."[36] An old Russian proverb stated that "whoever lives by killing time, in the end will be killed by time."[37]

Since we are in a non-regimented society, the individual perhaps with the assistance of local community, education and recreational organizations, must create and plan his own leisure time activities. In Russia where leisure time activities are planned for the aged who have so much free time, public lectures, open air concerts, excursions to historical sites are but a few of the activities that are organized.[38]

There is no intimation that leisure time should be programmed by governmental authorities. Opportunities abound for educational

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35 Bortz, op cit, p. 91.

36 H. Lee Jacobs, "Education for Aging," Adeline M. Hoffman, ed., op cit, p. 386.

37 Walter C. McKain, "The Aged in USSR," Donald O. Cowgill and Lowell D. Holmes, eds., Aging and Modernization, (New York: Appleton-Century-Crafts, 1972), p. 159.

38 Bortz, op cit, p. 91.

institutions to provide the pre-retirement orientation so that the local citizenry will be able to adjust to and utilize productively the new found leisure without the necessity to depend on outside sources.

Recommendations

There are many ways in which Pensacola Junior College can offer pre-retirement orientations utilizing existing facilities and resources. The Seven O'clock Series, the education television station and the career laboratory facility can play important parts in the development of interesting and viable programs.

The Seven O'clock Series is the community service program Pensacola Junior College offers which is directed "toward serving personal and community education needs which are not met through formal collegiate or certificate programs."[39]

Such courses as "Securities and Investments," "Understanding Your Income Tax," "Reading Improvement for Adults," "Introduction to Art," "Water Color," "Flower Arranging," "Bridge," "Knitting," "American Antiques," "Photography," "Bonsai Basics," "Gardening for Newcomers," "Posture and Figure Control for Women," "General Safety and Self-Defense for Women," "Beginning Karate," and "Beginning Tennis" are but a few of the courses offered under this program which would be advantageous to the aged. A splendid opportunity exists to utilize the Seven O'clock Series program format to offer Pre-Retirement Education and Counselling

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[39] Pensacola Junior College Catalog 1975-76, Pensacola, Florida, p. 55.

programs which would convene each semester for ten sessions at a nominal cost. The course should include subjects such as "The Psychology and Physiology of Aging," "Future Family Relations and Structures," "Estate Planning and Will Preparation," "Death and Dying," "Social Security Benefits," "Federal Laws Which Affect the Elderly," "Nutrition Requirements of the Aged," "How to Utilize Leisure Time More Profitably," and "How to Select a Retirement Location."

Such a program can also be profitably conducted under the sponsorship of Pensacola Junior College at the community schools in the district counties of Escambia and Santa Rosa in order to make the program available to those who do not have transportation to the Campus.

Channel 23-WSRE, which is physically located on Campus, could also televise retirement programs utilizing already prepared commercial tapes or locally prepared tapes dealing with the subjects mentioned above for inclusion in the Seven O'clock Series. WSRE-TV could also serve in an outreach capacity to apprise the population on activities and services in the community which relate to retirement and leisure time activities, including the services of the Career Laboratory.

The Career Laboratory, which has accomplished so much in such a short period of time in counselling people in careers, can easily expand its literature and counselling ability to a new career of the retired person, a way of life for which so few people prepare. It is as important to prepare for the career of retirement in the continuing cycle of life, as it is to prepare for first and second careers.

The History, Social Science and Psychology departments' faculties can also play a positive part in preparing people for a retirement life. In the various classes, references can be made throughout the Psychology and Social Science courses about the necessity to plan early for future retirement and the usual leisure time which all will face sooner or later. Since the United States is a youth oriented society, there is a tendency to shun the whole thought of aging. The increasing numbers of the aged population make it mandatory that people of all ages become aware of the problems that will face them inevitably later on in life.

Action

Interviews were held with the Director of the Seven O'clock Series, the Director of the TV Station, the Director of the Career Laboratory, and the Department Heads of the Social Studies and Psychology Departments to ascertain to what extent they would become involved in the pre-education orientation programs described above.

All were most cooperative indicating their concurrence with the requirement to commence pre-retirement education, especially since no organization in the community was taking the responsibility to satisfy the desperate need.

The Director of the TV Station agreed to program during the fall semester a panel type program which would deal with the various issues involved in pre-retirement planning. A nurse experienced in dealing with the aged, potential retirees as well as representatives of

the aged group and this writer, will participate in the forum type program. He would also air commercially prepared series such as the "Image of Aging" and the "Ready or Not" series which will be described more fully below.

This writer will provide one-minute spot announcements which would be aired as a public service. Such announcements would encompass subjects such as services available to the aged, latest social security news, community leisure time activities, facilities for the aged, Council on Aging news, campus cultural and recreational events and Pensacola Junior College courses available for the aged.[40]

The discussions with the Director of the Career Laboratory were equally productive.

At the present time, the Career Laboratory does not concern itself with the retirement aspect of life. Some thought has been given to the subject area by his office, but nothing has materialized. He indicated extreme interest in developing a program and has agreed to institute certain procedures and programs to strengthen pre-retirement, second career and leisure time aspects of the retirement part of the life cycle. This writer will recommend a list of books and articles dealing with pre-retirement which should be purchased and placed in the Career Laboratory on a newly created ketirement shelf.

The Career Laboratory has in its inventory locally prepared audio and video tapes which describe fifty careers. There is no

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[40] Statement by Eric Smith, in a personal interview, Pensacola, Florida, September 10, 1975.

information available relative to careers available to retirees. Arrangements have been made to produce a video tape this summer with representatives of the medical profession, retirees counsellors and this writer to discuss the general aspects of retirement living and the need to prepare early in life to meet the new challenges of the so-called golden years. These tapes will be made available to individuals, Navy retirement counsellors, the Employment Service, Retired and Enlisted Officers groups, to the faculty for use in courses, and other community groups which have interest in the subject.

A commercial colored television series called Ready or Not, produced by the Manpower Education Institute located in New York City, would be an excellent series for programming on the educational television station or in the Career Laboratory. Representations have been made to obtain the ten thirty-minute video tapes which will cover the general subjects of work ethics, finances, consumer education, employment, leisure time activities, pre-planning requirements for a new home, new locations, and estate planning.[41]

The Social Science and Psychology Departments were also contacted for the purpose of increasing the emphasis on the retirement and aging process in the Social Science and Psychology courses. Little or no emphasis has been placed in the courses conducted by the departments. However, the Department Heads and cognizant instructors have

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[41] Statement by Wiley Clement, in a personal interview, Pensacola, Florida, September 10, 1975.

agreed to insert the appropriate material in the courses and to use resource persons, including retirees, as guest speakers in their respective classes.[42]

An interview was also held with the Director of Community Services to discuss ways in which a Pre-Retirement Planning course could be offered under the auspices of the Seven O'clock Series. Heretofore, time and funds have precluded the establishment of a course, however, this writer volunteered to organize a Pre-Retirement Planning course to be offered next fall at no cost to the College or the students. His offer was accepted. The contents of the course will be similar to the subjects mentioned above and similar to the one the University of Rhode Island has offered called "Preparing for Retirement." The course will be designed to assist prospective retirees and actual retirees not only to adjust to a new way of life, but also to learn about the latest trends in housing, investments, job opportunities, health, nutrition, and legislative programs which are important to the well being of the aged. Once the pilot program is evaluated, pre-retirement planning courses will be offered on a regular basis as a service to the community.[43]

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[42] Statements by Dr. Ted Carageorge and Dr. Rodney Smith, in a personal interview, Pensacola, Florida, September 10, 1975.

[43] Statement by Homer Davis, in a personal interview, Pensacola, Florida, September 12, 1975.

The implementation of the recommendations and suggestions made in the interviews will provide a service that is now non-existent. The various College departments, which have agreed to participate in this new venture, will provide broad coverage and ample opportunities for the increasing numbers of retirees who have made Pensacola their retirement home.

Chapter VI

CONTINUING EDUCATION REQUIREMENTS

"Education to most gerontologists is the key and answer to most problems having to do with the use of post-retirement time ... the need and value of education remains with us always."[1] Education would serve as the medium which will assist the elderly to effect a smooth transition into the post-retirement era and would provide the tools to enjoy the seventh and eighth decades of life in an independent, interesting, and dignified manner. The preamble to the Education Section of the 1971 White House Conference on Aging report stated that:

> Education is a basic right for all persons of all age groups. It is continuous and henceforth one of the ways of enabling older people to have a full and meaningful life and a means of helping them develop their potential as a resource for the betterment of society.[2]

The following recommendations made by the 1971 White House Conference are cited as being appropriate to this section of the paper:

> Recommendation III - "Education for older persons should be conducted either apart from or integrated with other groups according to their specific needs and choices.
> Recommendation V - Educational opportunities must be afforded all persons with special effort made to reach those who, because of low income, poor health and circumstances or

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1 Puner, op cit, p. 189.

2 1971 White House Conference on Aging, op cit, p. 1.

ethnic status, are less likely to respond voluntarily. Outreach programs should use all appropriate channels and delivery systems.

Recommendation VIII - Educational opportunities must include basic, continuing, vocational education and training about needs for better use of services, cultural enrichment and more successful adjust to aging.

Recommendation XVII - Appropriate materials and methods about all aspects of aging must be developed and introduced in the curricula at all levels of education from pre-school through higher education."[3]

The ensuing discussions and recommendations for action to be taken by Pensacola Junior College in the development of programs for the aged, will use the above recommendations as a basis for the overall educational needs of elderly citizens.

Problem. Pensacola Junior College had a total student population of 9781 FTE students and a student head count of 23,655 during the 1974-75 school year, according to the Registrar's Office. Data provided by the Pensacola Junior College Computer Center revealed that only 105 senior citizens had enrolled at Pensacola Junior College. The 105 students represented only a small fraction of the 21,000 of the County's 65 and over retirees. Certainly, there are other senior citizens who would enroll in adult and career education, college transfer, cultural enrichment, and manpower training programs if a concerted effort were made to attract them to the College. It is incumbent on Pensacola Junior College to become more involved with the educational needs of the aged since this often neglected group is expected to increase each year. The why, the how, and the what for each major educational program will be described below.

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[3]Ibid, pp. 2-5.

Discussion

Cicero declared years ago that "in order to maintain health, one must adopt a regime of health and practice moderation in all things, but particularly must the mind and soul be generously nourished." His thoughts are equally applicable today since "purposeful activity up to the limits of physiological and mental optimum represents the most potent factor in the fight against premature human deterioration."[4] Toynbee stated that "a life-long course in self-education will lengthen the expectation of effective mental life, because it will prevent the mental arteries from hardening."[5] Tibbitts stated that "continued learning is a necessity to living at every phase of life."[6] No longer does the high school or college education suffice for a lifetime. The explosion of knowledge requires a continuous educational process of updating skills, knowledges and information to keep pace with complex societal changes that affect every individual. The Athenian statesman-poet Solen, fearful of being left behind the technological revolution of his day, described his attitude: "as I grow old, I keep teaching myself many new things."[7]

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[4] Edward L. Bortz, "Stress and Aging," Geriatrics, (March, 1955), 99.

[5] Arnold J. Toynbee, "To Protect Mental Arteries from Hardening," Educational Record, (Spring, 1970), 115.

[6] R. B. Robson, M.D., "Experiment in Education of the Older Workers," Industrial Medicine and Surgery, (September, 1949), 366.

[7] Toynbee, op cit, 115.

Continuing education is a necessity if individuals are to maintain an interest in life, communicate with all members of society, and survive the labors of growing old. Senator Mondale has recognized the necessity for life-long learning by introducing a bill to encourage the establishment of life-long learning. Under this bill, Title I of the Higher Education Act would read "Community Service, Continuing Education and Lifetime Learning Programs." Lifetime Learning Programs is defined to mean:

> ... any program, project, activity, or service designed to meet the challenging educational needs of Americans throughout their lives and includes, but is not limited to, adult basic education, postsecondary education, continuing education, or remedial education, special educational programs for groups or for individual needs, job training programs, and pre-retirement and post-retirement training and education programs for the elderly.[8]

The recognition of life-long learning as an integral part of a total life style is just beginning to be emphasized. This bill, which authorized $10,000,000 for FY 1976, and $20,000,000 for FY 1977 and the succeeding fiscal years, may not pass this session of the Congress. It is, however, the vanguard of future legislation which will include with certitude the elderly in the development of life-long learning programs.

The comprehensive educational program that Pensacola Junior College conducts for the community is ready-made to satisfy most of the educational aspirations of the aged. The problem is that the aged are not attending classes. Only a relatively few courses would

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[8] United States Senate Bill S.2497, Washington, D. C.: October 8, 1975, pp. 1-5.

have to be established to meet the special needs of the elderly. These special courses should be kept to a minimum since the elderly are happier socializing with people of all ages. There has been no effort to exclude the aged from college enrollment; yet, on the other hand, there has been no real outreach program or incentives offered to attract them to attend. It must be recognized that some elderly do not have the transportation to attend classes, while others do not have the funds to pay for the courses.

The community colleges are certainly in the best position of any educational organization to assist the aged in maintaining an active life. Kerr, in discussing the role of the open door college, urged that:

> To perform this function well, community colleges must keep the doors open to persons of all ages who will come for varying lengths of time, to achieve the importance of this function to be as great as that of any other type of institution of higher education ...[9]

This concept has been supported by national legislation proposed by the California Community Colleges which "emphasizes post-secondary education as a life-long learning process, as fifty-year education rather than two years, four years or six years."[10]

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[9] "Fates and Fortunes of the Community College: An Interview with Clark Kerr," Community and Junior College Journal, 46, (August/September, 1975), 10.

[10] "New National Legislation is Proposed for Community-Based Education," Community and Junior College Journal, 45, (March, 1975), 32.

The continuing educational needs of the aged are as diversified as those of any other age group. The desire of the elderly to learn the basic mathematical and communication skills, to improve or learn a new skill for a second career or to occupy creatively their abundant leisure hours, to take college courses whether it be for credit or for self-renewal, to absorb cultural enrichment, or to take non-credit courses merely to have fun or to keep current, must be recognized by educational institutions. In any case, no matter what reason is offered to continue one's education, "it is necessary to find ways to use the talents that are still sharp and keep those talents going."[11] In this way, the individual and society mutually profit.

McCluskey stated that:

> To be self-reliant, elderly need more than craft classes and music appreciation to increase enjoyment in life. Others must learn to read and write. Others' functions slow down, ability to learn remains constant.[12]

Sufficient evidence has already been presented that supports the theory that the majority of the aged are still capable of learning.

Out of necessity caused by lack of time, this paper will have to address itself to the broad categories of educational requirements. An assessment of needs survey, which is being conducted by the Circle K

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[11] Statement by Dr. Fannie-Fern Davis, in a personal interview, Pensacola, Florida, November 15, 1975.

[12] "Educational Report, The Aged: Education for the Elderly," School and Society, 100, (April, 1972), 212-213.

Club of Pensacola Junior College under the supervision of this writer, will not be completed prior to the completion of this paper. The scope of the project will be described later in the chapter on Community Services. The educational support plan, as it is generated in the ensuing chapters, may be somewhat generalized. However, it has specific application in one or more categories for all types of elderly people.

How are educational needs defined? Throughout the research for this paper, literature dealing with education requirements was very difficult to find because for so many years the nutritional, residential, medical, financial and transportation requirements were so overwhelming that survival requirements took precedence over education. Over the years, education has not been considered a critical ingredient for the elderly's happiness and well-being, rather it was considered more of a luxury, not a necessity for survival. Increased Social Security benefits, federally subsidized Meals Centers where elderly may receive nutritional meals, and medicare all have reduced the tensions for living so that now more attention might be paid to the continuing education process.

Whenever educational requirements were discussed in the literature, they usually were too generalized and without sufficient specifics to be useful for incorporation in this study. Only the studies produced by Ohio State University and Edmonds Community College in the State of Washington were uncovered by this writer, though there is no doubt that others have been produced for local consumption.

The Ohio State study concluded that the:

a. Older people were in sufficient good health and had the time to attend school.
b. Cost of programs for the elderly should be kept low because of their reduced incomes.
c. Media should be used to advertise the availability of programs since most elderly are avid readers.
d. Colleges "should take seriously their responsibilities to serve the educational needs of older persons along with those in other age groups."[13]

At the time that Ohio State conducted the survey, many of the subjects which interested the third age group were not considered within the purview of community collegiate offerings. The study recommended that public schools, neighborhood centers, churches, and libraries assume the responsibility to conduct courses of interest to the aged. For some unknown reason, the role of the community colleges was completely ignored. This was especially surprising since the Ohio State study was co-authored by Hendrickson who later published The Manual on Programs for Older Adults in 1973, which included McCluskey's paper "Education and Aging." The manual assigns a leadership role to the community college to support the educational requirements of the aged. It was a useful study but not specific enough.

Edmonds Community College, on the other hand, devoted a great deal of effort to define the educational needs of the aged in the community it served. Three hundred and thirty area residents were included in a survey in which data on leisure activities, social patterns, educational levels, interest areas and pursuits were tabulated.

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13 Hendrickson and Bauer, op cit, pp. 2-4.

The following courses rated very high with the senior citizens:

Hotel Management	Photography
Car Care	Psychiatry
Ceramics	Senior Citizen's Political Power
Typing	Contemporary Problems
Drama	Beauty School
Income Tax	Foreign Languages
Social Issues	Art
Psychology	Hospital and Teacher Aide
Furniture Refinishing	Music Appreciation
Serving	Crafts
Counseling	Consumer Protection
Nuclear Defense	Home Maintenance
Real Estate	Basic Education[14]

It is more interesting to note that the only college credit type courses requested were Foreign Languages, Psychology, Music and Art. The majority of the other activities can be categorized either as leisure time or informational in nature.

A similar survey or assessment of needs should also be conducted in this community. The Circle K Club of Pensacola Junior College has volunteered to conduct a survey under the direction of this writer. Unfortunately, the study will not be completed until April or May 1976. The results of the study should be important to educational institutions and other public agencies involved with the needs of the aged in the Pensacola area.

Military persons have been retiring in Pensacola for years, since the blue water with its year-long fishing and boating opportunities provide a welcome retreat and rest from a hectic life filled with

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14 Robert E. Sarvis, Educational Needs of the Elderly: Their Relationship to Educational Institutions, Final Report, (Washington, D. C.: National Center for Educational Research and Development, March, 1973), pp. 9-10.

many family separations. The presence of excellent military medical care, Navy exchanges, commissaries and, yes, even a national cemetery have also provided an incentive for the military retirees to reside in Pensacola. The change of seasons, less vigorous winters than in the North, moderate living costs, and the relative absence of pollution and crowded conditions, have also provided some of the attraction and incentives to settle in the Northwest Florida area.

The civilian population, also, has appreciated the advantages of retiring in Pensacola, as evidenced by the fact that since 1945, approximately 9000-12,000 civil service workers have retired in the Pensacola area. Eighty percent of these retirees own their homes. The present rate of civilian retirement from the Naval Air Station, Gulf Power Company, Armstrong Cork Company, St. Regis Company, and the City of Pensacola has risen to 400 annually. It is projected that this number will double each year through 1985.[15]

The number of out-of-town retirees who are coming to Pensacola to live is not known at this time. It is, however, on the increase since statistics show that the 65 and over age group increased nationwide by 17% between 1970-74. Florida, which has the highest percentage of aged (15.7%) of any State in the nation, had an increase of 28.6% in the period between 1970-74.[16] There is no reason to believe,

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15 A Study on Housing and Related Needs for Retired Persons, Sponsored by Baptist Hospital and the Health Care Foundation of Baptist Hospital, (Pensacola, Florida: October, 1975), pp. 30-31.

16 Facts About Older Americans, op cit, 1975.

therefore, that Northwest Florida will not continue to attract at least its present percentage of the aged growth potential. Demographic records certainly attest to the steady growth of this segment of the population.

According to the 1970 census, as reported by the Chamber of Commerce, there were 243,075 residents distributed as follows: City of Pensacola, 59,707; Escambia County, 205,334; and Santa Rosa County, 37,741. According to the same census, the retired population was distributed as follows in Escambia and Santa Rosa Counties:

Escambia County (Population 205,334)

	Male	Female	Total
65-74 -	3628	5028	8656
75 over	1768	2769	4537
	5396	7797	13,193

Pensacola (Population 59,707)

	Male	Female	Total
65-74 -	1377	2262	3639
75 over	761	1340	2101
	2138	4602	5730

Santa Rosa County (Population 37,741)

	Male	Female	Total
65-74 -	681	800	1481
75 over	335	457	892
	1016	1257	2373

The College district in 1970 had a total of 21,306 who were at least 65 years of age from the total population of 243,075. This is approximately 9% of the population in the two-county area.

Since then there has been an increase to an estimated population of 294,172. The population is expected to increase to 327,403 in 1980 and to swell to 385,902 by 1985.[17]

Between 1980 and the year 2010, the number of retirees over 65 is projected as follows:

Numbers	% of the Population
1980 - 26,356	8.8
1985 - 36,383	11.3
1990 - 47,237	13.8
2000 - 71,421	18.8
2010 - 98,722	23.8[18]

The increase in the life span brought about by improvement in surgical techniques, immunology, antibiotics, and more affluent living conditions has placed before us a group of "yolsters," capable of pursuing various educational and training programs. Many of these 21,000 yolsters have not taken advantage of the educational opportunities available. It is incumbent on the College to attract more than the meager 105 who enrolled during the past school year. The manner in which Pensacola Junior College can provide the encouragement, the incentives and the programs will make their lives more meaningful is discussed below.

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17 Community Profile, Pensacola Area Chamber of Commerce, Pensacola-Escambia Development Commission, (Pensacola, Florida: August, 1975), p. 2.

18 A Study on Housing and Related Needs for Retired Persons, op cit, p. 15.

Adult Basic Education

Today there are over eight million students enrolled in colleges and universities. The opportunities for a better and broader education are increasing daily. It has not been so for the elderly since years ago senior citizens did not have the same opportunities to attend or to stay in school since the economic and social situations forced many to start work early in life. The long hours of hard work and great distances from schools further discouraged the youth of the past years from enrolling in courses necessary to upgrade their educational capabilities. At other times, even when transportation and time were not impediments to learning, the local school system facilities and instructional systems were so inadequate that a minimum of learning took place. In more recent years, mainly as a result of massive federal infusion of funds which encouraged the establishment of adult basic educational programs in every community, the grade level of adults has risen over the last twenty years from the 8.3 level to 11.7. This is good news. The bad news is that 70% of those over 65 did not complete the eighth grade, and 7% never attended school at all. One of every five persons over 65 is still illiterate and only 1 of 3 has continued beyond the eighth grade, an unacceptedly high proportion![19] According to a study conducted by

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[19] Howard Z. McCluskey, "Education and Aging," Improving Education for Older Adults, Third Leadership Development Institute, (Tallahassee: Florida State University, 1972), p. 3.

the University of Texas, more than 14 million adults could not address an envelope, one-fifth could not understand the meaning of signs, 23 million could not read, write or perform simple mathematical skills.[20]

Discussion

The enrollment rate of senior citizens at Pensacola Junior College is much lower than the national average. The majority of the students in the greater Pensacola area with less than an eighth grade education would be found in the rural areas and in the inner city. Worley and Einbecker stated that, in 1970, in the greater Pensacola area, there were 57,995 persons over the age of 25 who had not graduated from an elementary school. Yet, only 1,323 were enrolled in any type of courses. In the inner city area where there were 34,275 under-educated adults, representing 59% of the entire population, there were only 354 persons enrolled in school. Within this group, 4,147 males and 6,590 females 65 or older had not completed an eighth grade education.[21]

Pensacola Junior College has conducted an excellent adult education program over the years, outreaching into the urban and rural communities to bring education closer to the needy. The local schools,

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[20] "A Nation of Dunces," Newsweek, LXXVI, (November 10, 1975), 84.

[21] A. Douglas Worley and Pauline G. Einbecker, A Study to Determine the Educational Needs of Adults in the Regional Community Served by Pensacola Junior College, ERIC ED 100 461, 1974, pp. 8, 29-65.

churches, industrial plants and the Community Health Center have been utilized as sites to teach the adult basic education courses. The programs which mainly seek out the young adult alcoholics, drug abusers, unwed mothers, and the incarcerated, certainly are noteworthy. Opportunities for self-improvement should also include senior citizens since they represent a group of people who require the basic educational rudiments to continue to survive in our complex society.

As a result of a recent decision made by the local Education Coordinating Committee, Pensacola Junior College was requested to phase out 5 of the 6 adult basic education programs it conducted at the local public schools. Pensacola Junior College will continue to be able to operate the program at the Warrington Middle School. At least, there will be no educational void, since the community schools system agreed to establish its own programs in the schools vacated by Pensacola Junior College. There are still certain actions that can be activated, however, which will insure that the elderly will have an equal opportunity to upgrade their communication and mathematical skills so necessary for independent living.

Recommendation

There are two types of recommendations that would insure greater participation of the aged. One deals with program publicity and the other with accessibility to the educational programs.

At the present time, very little publicity is devoted to attracting the elderly to join adult basic education programs. The availability of adult education should be advertised frequently on

the radio, TV, in the newspaper, and in the local churches since under-educated people have low self-concepts and are fearful of seeking education for themselves. The cost of advertising in the local papers should not be prohibitive. The College TV Station and the local commercial station WEAR-TV and radio stations should provide publicity at no cost as a public service to which they are obligated to devote some time during each operating day.

Educational TV programming of adult basic education courses in the late afternoon or early evening would certainly help solve the transportation problem for those who can not take courses at Pensacola Junior College and Warrington Middle School since public transportation is not available at night. The convening of day time adult basic education classes at Warrington Middle School would be out of the question since regular classes would preempt any classes Pensacola Junior College would desire to teach. Classes at Pensacola Junior College during the day would be a possibility if transportation could be arranged for the students.

Action

Discussions with the Adult Basic Education Assistant Department Head confirmed that no attempt has been made to develop programs for the aged even though the adult basic education courses do not exclude the aged. No concerted effort has been made to encourage the aged to attend school. As a result of the interview, the Assistant Department Head agreed to develop special courses to be offered in the Fall of 1976 in the Dory Miller Center, Fricker Center and St. Joseph Community

Center, which are in the Inner City, populated mainly by blacks. The Congregate Meals Centers, sponsored by the Council on Aging in seven different locations, would also be a natural site to establish adult basic education courses since approximately 240 citizens visit the Centers daily to obtain their noon meal.[22] The convening of adult classes at the Centers would offer an incentive for the residents to come earlier and stay later instead of arriving in time for lunch and leaving immediately after lunch. Many aged who can not obtain transportation to the College and Warrington Middle School could be transported to the local Centers by friends or by the bus provided by the Council on Aging. Money would not be a consideration since the courses are offered free.

Pensacola Junior College has in its TV program inventory an adult basic education course which was used on a test basis several years ago. The instructional and technical quality of the course entitled "Read Your Way Up" is so poor that the target audience would gain nothing from its programming.[23] However, the Pensacola Junior College TV program director believed that a film entitled "General Educational Development Series" would receive favorable attention by the audiences. He agreed to run the series in the 1976 Fall semester

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22 Statement by Mr. William Clayton, in a personal interview, Pensacola, Florida, September 17, 1975.

23 Statement by Mr. William Clayton, in a personal interview, Pensacola, Florida, October 27, 1975.

with the concurrence of the Adult Basic Education Department. Such action would truly provide the outreach necessary for many who are confined by infirmity, sickness, or lack of transportation.

Since it recognizes that greater publicity is required to attract the aged into the programs, WSRE-TV has agreed to run program information spots. Other TV, radio and newspaper media will also be utilized to maximize the coverage of the target population, according to the Pensacola Junior College adult basic education administrator.

The establishment of courses at the Dory Miller, Fricker and St. Joseph Community Centers, as well as at the Congregate Meals Centers, coupled with an intensive publicity campaign will provide the necessary coverage, incentive, and motivation for the elderly to complete their basic education needs. As a result of these actions, enrollments are projected to increase and, hopefully, surpass the national average participating levels.

Career Education

Career education is normally associated with young people since the elderly are usually considered through with working once they retire. Yet, career education can be very vital to the existence of the aged, especially for males, since it offers opportunities for establishing a second or even third career and sometimes a chance to become self-employed.

According to Havighurst,

> ... work has the following meanings: a basis for self-respect and a sense of worth; a source of prestige or recognition by others; a locus of social participation; a source of intrinsic enjoyment or creative self-expression; a way of being of service to others; a way of making time pass; a way of earning a living ...[24]
>
> Older people who are able to continue in some kind of regular work, or even with the odd jobs, or hobbies, are better adjusted than those who do not or can not ... If old people are to be happy and well-adjusted, they must be busy ...[25]

The inflation surge during the past decade has hurt the aged more than any other segment of the populace because inflation erodes the limited fixed incomes. Social Security payments and monies received from retirement pension funds do not usually suffice for the

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24 Irving Webber, "Second Career Planning for Older Adults," Andrew Hendrickson, ed., A Manual on Planning Educational Programs for Older Adults, Department of Adult Education, (Tallahassee: Florida State University, 1973), p. 23.

25 Leo W. Simmons, "Aging in Pre-Industrial Cultures," Clark Tibbitts and Wilma Donahue, Aging in Today's Society, (Englewood Cliffs, New Jersey: Prentice Hall, 1960), p. 69.

elderly to live comfortably. In fact, 30% of the aged live at, or below, the poverty level.[26]

Healthy older citizens can profit from learning a new skill or trade, not only to make extra money, but, also, to maintain a high level of mental activity so necessary for remaining in the mainstream of society and for prolonged longevity. Substantial numbers of retirees over 65 years of age would welcome the opportunity to be employed.[27] Second careers are also important to society and the community since this country's shortage of skilled labor provides an excellent opportunity for the aged to participate in the nation's growth. The employment of older workers would be a boon to the service area of the economy since their maturity, reliability, and pride would eliminate many of the service complaints brought about by slip-shod work performance. Studies show that older workers perform equally as well as younger workers, they are equally as accurate, and there is very little decline in their attendance on the job.[28]

Pensacola Junior College has developed over the years one of the most comprehensive vocational and occupational programs in the State of Florida. The aged male can not take advantage of such programs as welding, industrial electricity, auto mechanics, and air

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[26] Richards, op cit, p. 13.

[27] Lou Harris and Associates, The Myth and Reality of Aging in America, (Washington, D. C.: National Council on Aging, April, 1975), p. 87.

[28] Webber, op cit, pp. 22, 27.

conditioning since they require manual dexterity and/or strength or stamina, which are ebbing in later years. No doubt this factor discourages enrollment of the elderly. On the other hand, the Radio-TV Repair, Printing, Auto Body Refinishing and Painting, the Drafting Technology, and Home Appliance Repair courses would not present dangerous work situations or require special skills that a person 65 or older could not master. Females would have greater difficulty in enrolling in occupational programs since cosmetology and nursing, and clerical type work would be the only fields open to them. Cosmetology would be a difficult program to undertake since the work requires steady hands and long hours of standing fixing hair. The exactness of the work standards and pressures as a nurse or clerical worker would not attract many women into those skill areas though there may be some part-time self-employment opportunities. Needless to say, few have taken advantage of the educational program. According to the Computer Center, only 7 males 65 or over were enrolled in career type programs. No females are enrolled in any course.

Recommendations

Recommendations which can be proposed to attract older people into career type educational activities revolve simply around the College generating greater publicity among the aged regarding the availability of courses. There is no doubt that the relatively few courses from which the elderly can profit will maintain male enrollments at a low level. Females who might enroll are restricted not only from the unsuitability of course offerings but also from their own perception of their traditional role of being a housewife.

Irrespective of the small numbers who might be attracted to programs, greater effort should be devoted to the development of a publicity program designed to inform the senior citizens of career type opportunities which might be in consonance with their health and abilities.

Actions

Several actions could be taken which would increase enrollments in career type programs: Implement an outreach program using all of the public and private media outlets possible, reduce or eliminate tuition and fee costs, and establish courses specially designed to meet the elderly's needs and desires.

The matter of low enrollments was referred to the Head of the Industrial-Technical Department, who was most sympathetic to the plight of the elderly. He agreed that an outreach program for the aged would increase enrollments, especially in the areas where career programs were not filled to capacity. He agreed that the older people could gain from enrolling in the Printing, Radio and TV Repair, and the Drafting courses which have not been filled to capacity of late. Their enrollment would benefit the student, fill a void and the College would gain financially as a result of the additional enrollments.

The convening of special classes for the elderly during the two-hour interval between the day and evening classes was discussed as a distinct possibility. Since only two hours a day would be available to conduct instruction, it would take much longer to complete a course. This does not present any problem since the slower learning

pace would be an advantage to the elderly and occupy their time over a longer period. The Department Head confirmed the possibility of starting a third session next year.

Additional educational opportunities will exist for the older adults when a horticulture program is expected to be established on the new western campus, scheduled to be inaugurated in August 1977. The Department Head stated that he will keep the aged in mind in developing the landscaping and gardening courses which will be taught in the new Horticulture Building expected to be completed by 1980.

The subject of possible reduction and/or elimination of tuition and fees, which would provide incentives for the elderly to attend more courses, was not discussed at length with the Department Head. Though he was most concerned about the financial problems of the aged and their general inability to pay, he felt that financial policies were outside his jurisdictional limits.[29]

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[29] Statement by Dr. Gayle Capstick, in a personal interview, Pensacola, Florida, September 25, 1975.

College Credit Courses

The stereotype of the older person incapable of or disinterested in learning has fostered an attitude that educational efforts should be channeled mainly into diversionary types of activities. A review of the programs offered for the aged, in fact, reflects the proliferation toward non-credit courses and recreational type programs. It is a well-known fact that as many individual differences exist among the aged as among the young. Challenging brain scintillating programs are as important to senior citizens as to the younger adults.

"For the person of some education and skill, stop gaps and diversions are not enough. I say that the answer to retirement leisure for the professional person is challenge."[30]

> In contrast to past education practice, it is not good enough to think of education in the so-called retirement skills such as hobbies and recreational activities in planning adult education programs for the aged. Our findings of differences in functioning between generations suggest the need to develop specific educational programs which are designed to reverse the cultural and technological obsolescence of many old people.[31]

For various reasons, however, there probably never will be an abundance of elderly enrolling in college credit courses. Many will not have the pre-requisite educational background necessary for success

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30 - Field, op cit, p. 147.

31 "Some Answers to the Riddles of Aging," The Rotarian, 125, (December, 1974), 33.

Many colleges have recognized that the elderly are not physically and mentally impaired people. Special programs have been developed and served to them, so to speak, in their living environment. In other cases, the educational access barriers have been eliminated so that the elderly may partake of the newly created educational opportunities.

Farleigh Dickinson University in New Jersey has developed a most interesting tuition free program at its Florham-Madison Campus to those 65 or older. In the first year 59 enrolled, by the third year 100 had enrolled. During the first semester, elderly citizens were able to enroll for only three credits. Successful completion of the first courses opened the doors to enroll in as many as sixteen credits. The first group of college credit students performed remarkably well with nine earning A's, eight received B's, and three C's. One withdrew for health reasons. It was reported that the achievement of these elderly students at least equalled the performance of younger students. At Columbia University, 270 students 45-70 years of age studied Russian, which no one had studied previously. After two months the "elderly people absorbed the same material as is covered by college students in a semester."[34] At Pensacola Junior College in the School of Arts and Sciences, 57 students were enrolled in the 1974-75 school year. This group received the following grades: 4 A's, 9 B's, 13 C's,

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[34] Field, op cit, pp. 148-149.

5 D's, 9 received incompletes, 12 withdrew, and 5 took the courses for non-credit. The performance of Pensacola Junior College elderly students certainly reflects credit on the abilities of the aged.

Boston University, Denver University, Seattle Pacific College and the University of Kentucky also offer colleges courses free to those over 60.[35] There are over 200 community colleges that offer free or reduced tuition for the senior citizens. Bronx Junior College offered a free course at the residence center in Basic Principles of Psychology.[36] New York City Community College offered courses in Anthropology, Art Appreciation, Psychology, and Urban Ecology. Oscar Rose Junior College in Oklahoma provided a wide variety of free courses in local history and comparative religions; North Hennepin State Junior College offered courses in Philosophy, English Composition and Public Speaking.[37] In Florida, Central Florida Junior College, Daytona Beach Community College, Edison Community College, Indian River Community College, Lake City Community College, Seminole Junior College, and Florida Junior College at Jacksonville are all offering special considerations to the aged.[38]

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35 Hendrickson, op cit, p. 154.

36 Ibid, p. 150.

37 Andrew S. Korim, Older Americans and Community Colleges: A Guide for Program Implementation, (Washington, D. C.: American Association of Community and Junior Colleges, 1974), p. 63.

38 Korim, Overview, op cit, Appendix V.

Recommendations

Intellectual stimulation for the old people is equally as important to them as it is for continued growth for the young. Perhaps even more so for the former group. Recommendations for increased participation by the aged are very simple. Encourage their attendance by reducing or eliminating enrollment fees, and publicize the availability of courses and outreach to the citizens when the numbers justify the establishment of such programs.

Action

The Dean of the School of Arts and Sciences expressed his desire to assist the aged in every way possible realizing that the classes his school sponsors are the most crowded, especially in the more popular subjects. The decision on no cost enrollment or permitting auditing privileges on a space available basis was not his to make even though he supported such action. He agreed that publicity would be required if the numbers of aged who were to attend classes would increase. There would be no problem obtaining the publicity from the College TV Station, and other local radio, TV, and newspaper sources since such announcements come under a public service nature and are attractive to many people in the community.

The Dean expressed a desire to proceed cautiously on establishing credit outreach courses unless specific data was available that the needs were identified and that there was a way to pay for additional costs of the courses. Acceptance of elderly students in existing classes on a space available basis is much more attractive to College officials than to outreach with new courses. He reacted

favorably to the mixture of the old and new generations in classes, interacting to each other. The young students who consider the 30 year old as over the hill, would soon reconsider their prejudices when the agility, ability and knowledge of senior citizens became evident to them. Instructors, who would use the aged as resource persons, would be doing the older people a favor by satisfying their needs to be useful and worthwhile and also to the students who could obtain first-hand perspectives of occurrences during the past decade that can not be described properly in the textbooks or by instructors who were too young to have lived during the period in question. Courses in political science, history, social sciences and economics would especially benefit from such participation.[39]

For example, recently this writer's father expounded on the subject of economic depressions after watching Walter Cronkite on his TV show describe how present economic conditions were affecting certain families in different parts of the country. His thirty-minute off-the-cuff presentation, which fortunately two of my college-aged children heard, would also have been exciting for a class in economics or history to hear. Since he is a yolster of 85 years, he was able to discuss the depressions of 1907, 1912, 1921, and the big depression very vividly since the economic conditions caused by the depressions affected him adversely. The fears and disappointments expressed by him, as well as

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[39] Statement by Dr. Billy Daughdrill, in a personal interview, Pensacola, Florida, October 27, 1975.

the actions and the solutions he sought to overcome the economic dilemmas can not be found in the textbooks. A description of his experience with the growth of labor unions would equally be fascinating. Personal communication between the young and the old, especially in matters dealing with the "good old times," would lead to better understanding of each other. There are some schools which are already using the elderly to teach a class or two where their experience contributes in a special way to the class.

There is certainly much to be gained by the elderly by attending college credit courses. There is no doubt about their capability to perform as well or better than the younger students. It is evident from the academic successes achieved by the elderly students at Farleigh Dickinson College, at Pensacola Junior College, and at Columbia University that they demonstrate attributes of intellectual capacity, sustained diligence and perseverance.

The provision of free or reduced tuition may be a problem in these days of austere funding and budgets. However, the numbers of aged involved, even with greater participation than the 57 enrolled in the 1974-75 school year, could not possibly cause a severe drain on the budget. The various ways of defraying the costs of tuition and fees are discussed in greater detail in Chapter X which deals with Program Funding.

Cultural Enrichment, Recreational and Informational Programs

> The span between 45 and 60 and death will constitute the creative life period. The knowledge, wisdom and skills garnered in the earlier years will enable the vigorous people of the 21st Century to perform the tasks which can be done by people of intellectual and psychologic maturity. The educational programs for the age period will emphasize cultural courses.[40]

There are now over 400 community colleges throughout the country which are offering cultural enrichment type programs for senior citizens. In the State of Florida, 15 out of the 28 community colleges offer cultural type courses for the elderly.

Perhaps the greatest contribution the College can make to assist the third age citizens is in the expansion and in the outreach of the existing 7 O'clock Series to include courses that would be more appropriate to the interests of the aged, which tend to revolve around programs dealing with cultural and informational programs, especially those dealing with health.

In the 1974-75 school year, only 48 elderly attended the 7 O'clock Series. The probable reason for the low attendance by the aged in the 7 O'clock Series is due to the fact that many of the courses do not interest them or that non-credit courses attract only people who have the money to pay for the course and the mobility to come to the campus. Forty-eight people enrolled in any one year in a town with so many retirees is not a particularly proud record to extoll.

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[40] Still, op cit, p. 560.

The Emeritus College, College of Marin in California, North Hennepin State Junior College near Minneapolis, Florida Junior College at Jacksonville, and Miami-Dade Community College have established exemplary programs worthy of consideration.

College of Marin in California has established a separate Emeritus College which is designed to serve the needs of those 55 or older "who are dedicated to the principle of life-long learning; those who seek continued personal growth through creative use of their leisure time in a stimulating intellectual and social atmosphere."[41] In 1974, 1800 Gold Cards were issued to members of Emeritus College who can enroll at reduced fees, usually one-half price, for all classes in the adult education program without any educational requirements for participation. Emeritus College offered courses in "Contemporary Women Writers," "Music for Ear and Eye," "The Older Adult Years," "Japanese Culture," "Drawing and Painting," "Conversational French and Spanish," "Greek Dancing," "Yoga for Older Adults," "The Law-How to Use It," "Investments for the Retired," and "Leisure - A New Life-Style."[42]

North Hennepin State Junior College offered classes in "Foreign Languages," "English Literature," "Defensive Driving," "Lip Reading,"

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[41] Emeritus College, College of Marin, Kentfield, California, December 1974 Bulletin, p. 32.

[42] Ibid.

"Trimnastics," "Psychology of Everyday Living," and "Income Tax Preparation." The teachers in some of these courses were senior citizens.[43]

Florida Junior College at Jacksonville established Project Opus (Older Persons Using Skills) utilizing funds received under Title III of the Older Americans Act. Many of the courses are offered free of charge to anyone 60 years of age or older.

Adult education and recreational programs are also offered. Under the adult education programs, "Survey," "Art Appreciation," "Defensive Driving," "Drama," "Family Finance," "Fundamentals of Art," "Wood Working," "Human Relations," "Instrumental Music," "Family Economics," "Music," "Pre-Retirement Planning," "Safety Education," and "Ornamental Horticulture" were offered. "Ceramics," "Needlework," "Nature Study," "Dancing," "Golf," "Bowling," "Chess," "Woodcrafts," "Macrame," "Decoupage," "Hat Making," and "Copper Tooling" were offered in the recreation program. These and other courses are offered under the Program for Aging at at least 40 centers which are established mainly in retirement villages and nursing homes.[44]

Miami-Dade Community College has outreached into condominiums, apartment houses, senior citizen centers, and social agencies offering courses in "Oral and Written Communications," "Art and Music

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[43] William A. Sievert, "Senior Citizens Finding Open Doors at Many Two-Year Colleges," Chronicle of Higher Education, (March 19, 1973), 6.

[44] Opus, Florida Junior College at Jacksonville, Jacksonville, Florida, pp. 1-4.

Appreciation," "Italian," "Spanish," "French," "Hebrew," "Crafts," "Psychology," "English," "Human Relations for Senior Aides," "Guitar," "Dancing," "Investment Securities," "Photography," "Oil Painting," "Sculpture," "Reading Improvement," and "Yoga" are among the courses taught at a fee of $15 per course which usually meet once a week for ten weeks.[45]

Seminole Junior College, under Project Greatest, supports an outreach program in which 1600 senior citizens have enrolled in college sponsored classes. This federally funded program provides instructional activities ranging from seminars on health to courses in the humanities. The President of the College believes that the College has a distinct obligation to provide the elderly life-long learning opportunities.[46]

Brevard Junior College, Central Florida Junior College, Edison Junior College, Gulf Coast Community College, Indian River, Lake Sumpter, Hillsborough, Manatee, Okaloosa-Walton, Polk, St. Petersburg, and Santa Fe all offer some courses for the aged.[47]

Pensacola Junior College has had an excellent 7 O'clock Series which would equate to the type of programs offered by Florida Junior College and Miami-Dade Community College. "Securities and Investments," "Understanding Your Income Tax," "Home Interior Decoration,"

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[45] Programs for the Elderly, Miami-Dade Community College, 1974, pp. 1-4.

[46] "A Program for Aging," FACCURRENT, (April, 1975), 10.

[47] Plano B. Valdes, "Education for the Aging in Florida's Community College," Andrew Hendrickson and George F. Aker, Improving Education for Older Adults, op cit, pp. 37-39.

"Vocabulary Building," "Conversational French," "German," "Spanish," "Reading Improvement for Adults," "Needlecraft," "Crochet," "Cake and Food Decorating," "Quilting," "Chinese Cooking," "Sewing," "Knitting," "Decoupage," "Introduction to Art," "Bridge," "Flower Arranging," "Bonsai Basics," "Photgraphy," "Posture and Figure Control," "Self Defense," "Karate," "Tennis," and "Golf" are courses that would interest the elderly.

Square dancing, song fests, geriatric physical fitness programs, gardening, and woodcraft could easily be added to existing programs. In the field of cultural enrichment there are many musical and artistic program possibilities.

Pensacola Junior College differs from Florida Junior College and Miami-Dade in that it does not export its product off campus. It is true that there are no retirement homes or apartments such as exist in the more heavily populated senior citizen areas in Jacksonville and Miami. There are five nursing homes and eight Congregate Meals Centers that could be served, however.

Recommendations

Enrollment of only 48 senior citizens out of a population of almost 21,000 retirees is certainly distressing. Before any real increase in enrollments can be expected, greater publicity must be provided to encourage the aged to enroll in life-long type educational programs. There are sufficient recreational, and cultural enrichment courses that could be decentralized to the nursing homes and congregate meals centers. Perhaps this is the greatest single contribution

Pensacola Junior College can make to satisfy the educational requirements of the majority of the elderly population.

This writer was impressed during his visits to the Lady of Peace, Baycrest and Escambia Nursing Homes with the residents' alertness, acuity and desire to live. The directors of the homes stated that the offering of courses at their homes would be very well received by the residents. Art, drama, musical activity, dancing, craft activity, weaving, ceramics, flower making and woodworking classes would be of interest to those sheltered in a home with little or nothing to do. Baptist Hospital plans to develop the first geriatric self-contained geriatric village with 300 multiple housing units serving 500 elderly citizens. The Director of Baptist Hospital agreed to include educational opportunities as part of the package of services offered by the geriatric home. It is for this reason that this writer has been assigned to a committee to develop the project. Newly arrived residents would complete Pensacola Junior College enrollment forms at the time all other forms were being completed for entry into the home. In this way, the resident would be able to pursue on campus or on site programs at any time without the necessity for completing forms during the busy registration periods.[48]

An outreach into the community could be implemented if non-credit courses could be offered at community schools. Pensacola Junior College has not utilized the community school facilities to outreach

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[48] Statement by Mr. Pat Groner, in a personal interview, Pensacola, Florida, October 27, 1975.

its 7'Clock Series, since the community schools require the College to pay the instructor, with the remaining gross receipts to be split between the College and the community school. This leaves little incentive for the College to develop programs at the community schools. It is hoped that an arrangement can be made between Pensacola Junior College and the community schools to operate a mutually satisfactory program for the benefit of many more aged.[49]

The Congregate Meals Centers would also be a logical place to offer cultural enrichment, informational and recreational type courses. Geriatric informational subjects such as "Psychology of Aging," "Anti-Crime Actions," "Personal Safety," "Leisure Time Activities," "Legal Aspects of Retirement," "Volunteer Work Opportunities," and "Health Care Nutrition" would be of particular interest to the attendees.

Actions

Pensacola Junior College can not eliminate the fees charged for enrollment in the 7 O'clock Series for anyone, since State regulations preclude such actions. If the community service funds which are included in Florida House Bill 146, The Education for the Aging Act, are provided, Pensacola Junior College could use those funds to subsidize the enrollment of the aged.

The shortage of funds has prompted this writer to organize, at no cost to the College or to the students, two programs which could

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[49] Statement by Mr. Homer Davis, in a personal interview, Pensacola, Florida, October 31, 1975.

serve as models which Pensacola Junior College could offer on a regular basis.

The first is a pre-retirement education program which will be offered for the first time in the Fall of 1976. The contents of the course have been described above in the chapter on pre-retirement education. The same course could also be offered at community schools so that more people can be reached in the locality where they reside.

The second program, which is described in great detail in Appendix (B), will involve the presentation of a geriatric information series at one of the Congregate Meals Centers. Such a program could also be conducted on campus, at the other Congregate Meals Centers and at the community schools.

Much can be done to publicize the 7 O'clock Series programs which would be of interest to the aged. Letters can be written to the various clubs such as the American Association of Retired Persons, Senior Bridge Club, Ensley Senior Citizens Club, Escambia County Retired Teachers Association, National Association of Retired Federal Employees, Citizens of Brent Avenue and Veterans of World War II, informing them of the availability and content of courses at the College.

The Western Campus, which is scheduled to be opened in August 1977, will also offer additional opportunities to attract the west-side residents who, because of lack of transportation to the main campus, have had to stay at home. The Director of Community Services is now making plans to establish a modest program at that time, selecting representative courses from the existing 7 O'clock Series which would interest the majority of the population. A greater number of people

over 65 should enroll in courses at the Western Campus since most of the civil service and military retirees reside on the west side of town. Of course, publicity as to the availability and content of courses and the opportunities to enroll on a space available basis should attract many more senior citizens than the 48 who enrolled in the 1974-75 school year.

Chapter VII

MANPOWER TRAINING FOR THE AGED

Up to this point, the educational requirements of the aged which have been delineated, relate to individual needs and interests. The second category of supportive requirements for the aged deals with the training of the manpower involved in service-rendering activities.

Problem. There are many persons who work with the aged in service-rendering programs who seem to be well-intentioned but appear to be unprepared to cope with the daily problems that face the aged. Nursing homes, hospitals, geriatric villages and other public agencies involved in the care of the elderly require additional qualified personnel as their respective programs expand. Pensacola Junior College's contribution to the development and training of the necessary manpower can be significant if appropriate actions are taken.

Discussion

In 1969 the Administration on Aging engaged the Surveys and Research Corporation to prepare a report on manpower requirements to meet the needs of service-rendering programs which will increase in years to come. It was estimated that 1,000,000 personnel would be required to serve the elderly in the 1970's. Specialized requirements included 800 senior citizen directors, 8,000-13,000 management personnel,

23,000-31,000 recreation program directors and workers. The need for all of these people is reaching emergency proportions in view of the shortage of personnel and the time required to train them.[1] The report recommended that junior colleges begin to offer courses to train personnel to provide the services required by the older population.

The 1971 White House Conference recognized the fact that the training or education of people involved in the care of the aged should be augmented and recommended that community colleges institute certificated and associate degree programs for those who deliver the services to the senior citizens.[2] In June 1973, gerontological training needs were expressed quite vividly.

> If the quality of life of the elderly is to be improved, each researcher, each planner and each aging administrator working in the field of aging must be matched with a team of persons specifically trained to render services. In general the aged have not received the share of attention they deserve. Trained researchers, planners and administrators must be complemented with trained paraprofessionals, technicians or parageruntologists to meet the needs of the elderly in an economical and effective manner. The nation can not afford the luxury of a trained corp of professionals working with untrained service-rendering personnel. This practice is economically unsound and does harm to countless senior citizens.[3]

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1 Jonas, op cit, p. 177.

2 Hendrickson, op cit, pp. 23-24.

3 Don C. Garrison, "Serving Older Americans: Progress at Tri-County Technical College," Older Americans and Community Colleges, Selected Papers, (Washington, D. C.: American Association of Community and Junior Colleges, December, 1974), p. 17.

The increased requirements for trained manpower have been occasioned by the establishment of numerous nursing homes, specialty care centers in hospitals and geriatric clinics. The organization and development of retirement communities such as exist in the Miami, Jacksonville and Tampa areas, coupled with the requirements defined by national, state and local agencies, further contribute to the need for trained manpower. These requirements include the training of geriatric workers, licensed practical nurses, registered nurses and persons of all ages, male and female, who are in frequent contact with the aged. The young college students as well as the senior citizens should not be excluded from this latter category, however, as they too have an important part to play in helping the aged.

The 1974 Florida Legislature failed to pass proposed legislation which related to the "education for and about the aged and the aging process."[4] Nevertheless, it recognized in the Bill the need to train people to take care of Florida's increasing elderly population by providing for the establishment of pre-service, in-service and college level courses. Had this Bill passed, the community colleges would have been the logical and most viable organization to carry out the mandates of the law since they are already involved in offering Allied Health programs and Management type courses and because "community colleges constitute a highly responsive source

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[4] Florida House Bill 2397, (Tallahassee, Florida, 1974), p. 4.

for improving the quality of manpower servicing of America's growing elderly population."[5]

According to Korim:

> One of the most pressing issues facing older Americans has been the ineffectiveness of human services on the life of senior citizens. Wherever senior citizens turn for services, much remains to be desired in the quality of service rendered ... the people who work on a face-to-face basis directly with senior citizens are poorly prepared for the jobs they perform.[6]

Korim believed that functional short courses should be established to prepare students, young and old, who will be in daily contact with the aged. He advocated four courses: "Economic Needs," "Recurrent Personal Needs," "Health Care Needs for the Aged," and "Techniques of Working with the Elderly."[7] These courses would provide an insight into the problems of working with the aged, rather than just providing menial services for them. Persons of all ages, even those over 65 years of age, are entering the increasingly popular field of gerontology, serving in the capacity of geriatric nurses, geriatric aides in hospitals, and as workers in Congregate Meals Centers, Senior Citizen Centers, and retirement communities. According to a Lou Harris report, many senior citizens enjoy volunteer work and are in great demand by local communities.[8]

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[5] Hendrickson, op cit, p. 24.

[6] Korim - Overview, op cit, p. 1.

[7] Ibid, p. 51.

[8] Lou Harris and Associates, op cit, pp. 53, 101.

The federal government also has created many new personnel requirements since it has spawned many programs to assist the aged. One of the most active is ACTION, administered by the Office of Domestic and Anti-Poverty Operations as directed by Public Law 93-113. The main function of ACTION is "to bear on the urgent human, economic, environmental and social problems facing America's disadvantaged."[9] The well publicized Peace Corps and Vista Programs are administered under this same program. Less publicized but equally as effective are the Retired Service Volunteer Program (RSVP), Foster Grandparent Program and Senior Companion Program. None of these programs are in existence in Pensacola at this time. They will be described below so that when such programs are instituted, the necessary background information will be available to Pensacola Junior College administrators so that they may be able to implement the manpower training and education programs within a relatively short period of time.

"The Retired Service Volunteer Program matches the skills of senior volunteers with services needed in their communities."[10] Volunteers serve in schools working with disruptive or underachieving students, day care centers, libraries, hospitals and nursing homes. The magnitude of the program can be appreciated by the fact that over 101,612 volunteers were donating their services in the year 1974.[11]

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[9] Action 1974 Annual Report 577-132, (Washington, D. C.: U.S. Government Printing Office), p. 7.

[10] Ibid, p. 10.

[11] Action, op cit, p. 10.

Though these volunteers' duties generally deal with people of all ages, they participate in programs at times in which they specifically work helping the aged. For example, at Boulder, Colorado, senior citizens are employed at a state hospital to assist elderly mentally retarded.[12]

Clackamas Junior College was the first of five community colleges in Oregon to receive grants to establish RSVP programs. Clackamas Junior College had 78 volunteers in 1974 clocking 3089 hours performing duties in senior citizen centers, nursing homes, offices, libraries, and probation offices.[13] Some of the Clackamas Junior College trainees also volunteered to help other senior citizens to complete income tax forms.[14] One of the volunteers was 93, another 85 years of age. At the Community College of Allegheny County, seminars have been developed for RSVP directors and staffs to teach volunteers working in hospitals, child development, better business bureaus and convalescent homes.[15]

The Foster Grandparents program is also most popular. It permits low income people 60 years of age or older to provide "love

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12 Alan Gartner, "The Older American, New Work, New Training, New Career," Presentation at the Annual Southern Conference on Gerontology, Gainesville, Florida, January, 1969, ERIC ED 072 198, p. 6.

13 John Haranson, "Senior Involvement at Clackamas Junior College," Andrew S. Korim and Dorothy O. Waugaman, Older Americans and Community Colleges, Selected Papers, (Washington, D. C.: American Association of Community and Junior Colleges, December, 1974), p. 8.

14 Ibid.

15 Doreen D. Heller, Responding to the Needs of the Aging: The Approach at the Community College of Allegheny County, Andrew S. Korim and Dorothy O. Waugaman, op cit, p. 30.

and guidance to emotionally, physically and mentally handicapped children."[16] In this program, in which 121,000 participated in 1974, the disadvantaged students received much needed attention while the grandparents have had opportunities to socialize, meet new people, and study new subjects such as psychology and sociology so that they can become better qualified to perform their services.[17] In a similar type program in Miami, 41 senior adults enrolled in a 12-week session of a Senior Surrogate Program designed to teach them how to take care of children of working mothers. "The purpose of the program is to give the elderly the opportunity to be trained and productive which, at the same time, relieves the parents who need care for their children."[18]

In Colorado, grandparents work in the general hospital, pediatric clinics, day schools and youth centers for the disturbed performing duties such as reading to children, feeding them, escorting them to therapy sessions or recreational areas. This select group of grandparents enroll in a 2-week orientation course which includes subjects such as child development theory and growth so that they are able to understand children better.[19]

In 1968, a special study was started with a sample of 80 foster grandparents to determine whether the Foster Grandparents Program

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16 Action, op cit, p. 11.

17 Ibid, p. 12.

18 "Grandhelpers," The Pensacola News Journal, October 2, 1975.

19 Rose LeRoux and Donna Arlton, "The Foster Grandparent Program," Nursing Forum, VIII, (1969), 405-415.

"promoted better psycho-social adjustment for older persons."[20] The results showed that the foster grandparents reported more "positive reactions after joining the Foster Grandparents Program than before participation. In general, it was concluded that this training and work program had met the psycho-social needs of these older persons."[21] The children who participated in the Foster Grandparents Program also benefited from their experience. They gained weight, showed improvement in verbal abilities and demonstrated marked gains in social behavior. These improvements lasted 6-12 months after their affiliation with the program terminated.[22] Sarah Rounds, 90 years of age, the oldest foster grandparent in Rhode Island with eight years of service, summed up her attitude towards the program, "where else could I go with a small pension? I've kept my little home together by helping those kids out. Besides, it's not just a job, we worry about them completely."[23]

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20 W. S. Rybak, J. M. Sadnavitch and B. J. Mason, "Psycho-Social Changes in Personality During Foster Grandparents Program," Journal of American Geriatrics, (1968), 956.

21 Ibid, p. 958.

22 Gartner, op cit, p. 9.

23 "90 Year Old Great-Grandmother Oldest Rhode Island Foster Grandparent," Aging, (February-March, 1975), 12.

Again, there is no such program in Pensacola. However, the Council on Aging hopes to promote one soon.[24]

The Senior Companion Program provides opportunities for low income senior citizens 60 years or older to provide companionship to other senior citizens, especially those who are still at home, to preclude their institutionalization. The Senior Companion must be a minimum of 60 years of age and in good health in order to serve 20 hours per week, for which they are paid, receive transportation and accident insurance protection. Escort duties, assisting with meal preparation and household chores, and shopping are but a few of their chores.[25]

Plans have been made to place 50 senior companions in rural Tennessee areas to provide in-home services for the elderly where health care and nursing homes are not available.[26]

Miami-Dade operates a Home-Companion Program in concert with the Red Cross. Project RENEW is an agency in Dade County whose function is to obtain employment for the 55-year and older worker. The Director of Project RENEW identified a need for homemaker services before the sub-committee of the Select Committee on Aging in Washington, D. C. so that elderly can assist elderly. He reported that 90% of requests for assistance come from elderly who need home care. Sixteen hundred jobs were filled in home care but an equal number were unfilled

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[24] Statement by Mr. John B. Clark, in a personal interview, Pensacola, Florida, December 9, 1975.

[25] Action, op cit, p. 11.

[26] Ibid, p. 21.

for lack of trained manpower to render assistance to elderly who have returned from a hospital stay and not well enough to perform their housework and meal preparation. Elderly people are particularly helpful since they are not seeking a great deal of money for their services and since they have the understanding and compassion for the elderly. The Director of the program insisted that a training program is necessary to insure that the sick obtain the best care free of injury and that the helpers do not injure themselves while trying to assist others.[27] The Comprehensive Employment Training Act (CETA) may well be the source to obtain the funds to train the people for the Companion Program.

In the medical field, the College has varied opportunities to provide an educational service. There are all sorts of possibilities: associate degree in Gerontology, Health Care Administration for registered nurses, and certificate programs on Aging for practical nurses and geriatric workers. A comprehensive in-service program for all geriatric workers would also be in order. It is realized that adding new courses in these days of austere funding is difficult to accomplish, since the cost of producing new programs is so expensive. Trade-offs by eliminating out-dated courses would be a solution to some of the money and personnel resources problems. However, the politics involved in deciding which courses to eliminate can be rather treacherous and there are other ways in which colleges can provide the training without

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[27] Claude Pepper Letter dated August 21, 1975, House of Representatives, Washington, D. C.

causing profound disturbances in the system. The most cautious approach is to take one program at a time, perhaps starting with an in-service program such as the one which was conducted for Boycrest Nursing Home, Appendix (C). This provides the College experience which will be necessary in an expansion program, and at the same time, permits the community to assess the capabilities of the College - all at little or no cost to the College.

There are also other low cost methods which can be used to train students. First, offer directed learning or independent study programs to the students working under a faculty member in such subjects as "Physiology and Psychology of Aging" and "Death and Dying." Secondly, insert a requirement for work experience with the aged in nursing homes, hospitals and Senior Citizen Centers. Thirdly, add pertinent instructional material on the aged into the existing programs on all aspects of the survival needs of the aged.

The adding on to existing courses or starting a new curriculum will not only cost more, but also will delay implementation of programs. Costs incurred in the development of a new curriculum can be scaled down by utilizing existing Business, English, Psychology, Sociology, and Accounting courses offered in the liberal arts program. A totally new self-contained program would not be warranted at this time and certainly is not recommended. Rockland Community College, Middlesex Community College and Weschester Community College in New York State all have developed a course "Aging in Contemporary Society"

which could be used as a model.[28] There is no necessity to invent the wheel again. There are now enough programs in the field which can be adapted with perhaps the institution of minor changes to reflect local needs and conditions.[29]

For example, Jamestown Community College in New York has developed a course in human services designed to prepare paraprofessionals in the field of services for the aging by adding to the general education curriculum such courses as "anthropological, biological, psychological and sociological framework for human behavior."[30]

There are at least 42 community colleges which are already involved in Manpower Training for the Aged. Sievert has counted more than 120 colleges which are offering or will offer certificate and associate degree programs.[31] In Florida, Palm Beach Community College offers a certificate course in Home Care Management and St. Petersburg Community College offers an AS course in Health Care Management.[32] Crafton Hills College in California has developed a 63-credit hour

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28 Korim, Older Americans, op cit, pp. 5, 108-109.

29 Ibid, pp. 35-37.

30 Eleanor Edman and John Collins, "Human Behavior in Human Services," Community and Junior College Journal, 45 (December, 1974 - January, 1975), 22-25.

31 Sievert, op cit, p. 6.

32 Korim, Older Americans and Community Colleges: An Overview, Appendix I, (Washington, D. C.: American Association of Community and Junior Colleges).

associate degree in Gerontology.[33] The College of DuPage in Illinois offers a course in "Long-Term Care Administration." Henderson County Junior College in Texas offers a two-year degree in "Mental Health," with a Geriatric Specialty. The College of DuPage also provides an in-service certificate for those who complete each of six in-service programs dealing with such subjects as "Introduction to Long-Term Care," "Nursing Home Administration Practic[illegible]," and "Long-Term Care of the Aged and Chronically Ill Patient."[34]

The above mentioned programs will attract the young adults into the various professional and paraprofessional programs. The concept of admitting elderly people 65 or over would be alien to the thinking of most program administrators. Older people appear suited to helping others. It would appear that many healthy elderly personnel could well qualify as geriatric aides after receiving the proper training. Their presence in specialty care centers, nursing homes and geriatric villages would instill a confidence in the patients that younger people would probably not transmit. The sick and infirm would be most receptive to the demands placed upon them by their healthier peers. At the same time, the geriatric aides would develop a sense of satisfaction and pride in witnessing the progress of their patients.

The broad field of gerontology, the study of aging, which is becoming more popular daily, offers all types of opportunities for

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[33] Korim, Older Americans and Community Colleges: A Guide for Program Implementation, American Association of Community and Junior Colleges, op cit, pp. 107-108.

[34] Ibid, pp. 107-112.

Pensacola Junior College to become involved in solving the education and training needs of hospitals and nursing homes.

Recommendations

Pensacola Junior College's registered and licensed practical nursing programs have recognized, to an extent, the need to train people to take care of the aged who require special considerations. The licensed practical nursing courses include a gerontological component of 12 classroom hours and 72 clinical hours in the Fundamentals of Nursing phase of the course. The clinical experience includes 48 hours in a local nursing home. The nurses are also exposed to the care of the elderly in the procedures section of the course, since the elderly patients are used as models. The psychological, physiological needs of the aged are covered in the course in a cursory manner since time precludes extensive coverage. The registered nursing program has allocated 36 hours of clinical work and 10 hours of academic work in the same areas of its program.

Discussion with the Director of Medically Related Programs indicated that there has been a great deal more interest in developing trained manpower to assist the aged. She recognized that the allocation of the time to the aged was insufficient, but that there was no choice since prerequisites for the certificate program dictated greater exposure to the broader aspects of medical care.[35]

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[35] Statement by Lou Scott, in a personal interview, Pensacola, Florida, October 28, 1975.

The registered nursing program has allocated, in Nursing 103, 36 hours of clinical work and 10 hours of academic work which related to the care and needs of the aged. The two-year course does not permit more concentration in the field of gerontology and geriatrics since further emphasis in these fields would have an adverse affect on the student's ability to receive a balanced education in all health care systems.[36]

Since there are no Companion Aide, Foster Grandparent, or Retired Senior Volunteer Programs in the Pensacola area, there is no requirement at this time to train the personnel involved. When the demand appears, programs should be established so that personnel will be trained to assist the more unfortunate. This recommendation is not a contradiction of an earlier stated position in this paper regarding involvement of the College in programs that are the responsibility of other agencies or organizations. For, in this case, Pensacola Junior College would be acting in consonance with its charter to educate and train the manpower to meet the community agencies personnel requirements.

The student body of the College is a valuable manpower asset, that does not need to be trained. Rather, it needs to be oriented and motivated to the needs of the aged. This can be done in the classroom especially by the Social Science and Psychology teachers who, by assigning projects dealing with the aged or by inviting elderly citizens to

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[36] Statement by Irene Workman, in a personal interview, Pensacola, Florida, October 30, 1975.

appear as guests or resource persons, will narrow the generation gap between the young and the old. The exposure to the aged may well predispose the students to join volunteer groups that deal with the aged or, even better, enter into the careers associated with gerontology. The students are a manpower resource that should not be overlooked. For example, journalism students at the University of Florida recognized the need to assist the elderly. Their report stated that:

> Our society places its emphasis on youth and the benefits of youth are stressed in every aspect of life. Even looking old is considered an embarrassment and the idea of aging practically has been condemned as heresy. We think it's about time that something should be done to help correct this negative bias.[37]

Actions

The Medically Related Programs Department Chairperson agreed that a special course for geriatric aides is needed and that it will be planned to meet the future needs of the nursing homes. When the Baptist Hospital Geriatric Housing Community Center is built, the requirements for geriatric aides will increase sufficiently to warrant the establishment of a program. In the interim, in-service programs could be offered at the various homes to insure that an adequate trained manpower is constantly available.[38]

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37 "Florida Journalism Students Study Means of Assisting Elderly," Aging, 211-242, (November-December, 1974), 19.

38 Scott Interview, op cit.

The Registered Nursing Department Head also believed that an AS degree in Gerontology could not be justified at this time. However, she offered a partial solution by adding a 15-credit hour add-on after graduation. She agreed that in-service short courses would provide the background necessary to create specialists in the area of gerontology for those who expected to or were employed in nursing homes.[39]

There are no Action programs in force in Pensacola at this time which involve the aged. The Director of the Escambia County Council on Aging has on file a current application in Washington to establish a Retired Citizens Volunteer Program and will be investigating the possibility of obtaining funding to start a Foster Grandparent Program. When the programs are funded, his organization will request Pensacola Junior College to provide the training necessary for the senior citizens to perform their duties effectively. It would also save money since those same people would have to be sent to Tallahassee to receive their training. He was most interested in Pensacola Junior College becoming involved in his program.[40] He was appreciative of the Geriatric Informational Services program, described in Appendix (B), which was designed to assist the individual Meals Center participants to cope with their individual problems they face daily in an increasingly complex society.

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[39] Workman Interview, op cit.

[40] Clark Interview, op cit.

Many of the myriad of manpower requirements can be satisfied by the development of an in-service program. The cost to the College could be defrayed by charging a fee to the requesting agency or by providing the service gratis as a community good-will gesture. This writer decided to develop an in-service program at no cost to the Baycrest Nursing Home which identified a need to create improved attitudes towards their patients. After a series of meetings with the Nursing Home Director of Nurses and In-Service Director, a lecture series was developed. The volunteer services of a Navy doctor, a College nurse and a dentist were obtained to conduct the eight lectures, which were held once a week. The details of the organization, development, the establishment and the evaluation of this special project are discussed in minute detail in Appendix (C). The appreciation expressed by the nursing home directors for the development of an in-service program made it well worthwhile and demonstrates that the College should be the organization which can satisfy many of the in-service manpower training requirements.

Chapter VIII

COMMUNITY SERVICES

The entry of Pensacola Junior College into the field of manpower training and education of paraprofessional people and career employees who are performing duties to assist the aged is a positive demonstration of becoming more involved in community services. Many community colleges are going beyond the educational barriers to assist the aged. Further participation in the community to solve the social, economic and medical needs of the aged would require the College to subscribe to a general policy change. A major policy decision to become more community services oriented would have to be made before Pensacola Junior College could become deeply involved in providing additional services to the aged which may be of a non-educational nature.

Problem. To what extent should Pensacola Junior College modify its present philosophy and educational objectives to accommodate itself to the ever growing, increasingly popular theory of community services and community based system so that additional programs and courses can be developed to ameliorate the conditions of the elderly in the community?

Discussion

Pensacola Junior College's community involvement philosophy is expressed in the catalog, "... Pensacola Junior College assumes a leading role in the educational and cultural growth of the community," and "to provide vocational and avocational enrichment to the community through courses, seminars, workshops and lectures."[1]

Before any determination can be made as to whether such a policy statement would be in consonance with the definition of community services or whether an alteration of policy is necessary if Pensacola Junior College is to be recognized as a truly comprehensive community services college, one must first define what is meant by community services. To many colleges, community services means offering college credit, vocational, adult basic education, and avocational and cultural courses in on and off campus locations. To others, it means continuing to offer the regular program but, also, to becoming completely involved in finding a solution to community problems. Pensacola Junior College belongs to the former category at this time.

The avant-guarde of Raines, Harlacher, Cohen, Pifer and Gleazer have established some philosophical guidelines.

Raines' concept of community services was divided into three categories: (1) self-development functions to include the functions of cultural development, leisure time activity, social outreach,

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[1] Pensacola Junior College Catalog, Pensacola, Florida, 1975-76, p. 7.

educational extension and expansion, (2) community development functions to include community analysis, interagency cooperation, and (3) program development functions to include professional development, conference planning and program evaluation.[2]

Gleazer reported in Project Focus that the community college:

> Needs to become an advocate of the community. It should be society oriented, a community storehouse for immediate knowledge. It should take over community action programs, have human relations activities and programs for the aged.[3]

Gleazer described the community college, an American social invention, as:

> ... an instrument of tremendous potential ... it can stimulate the creativity and slumbering interests of adults ... oriented to the community, it can be the catalyst for the processes by which the value of the free world's culture can be refined and advanced.[4]

Birenbaum expressed his view of community services as " ... the public spirited outreach by the hand of Gown to the mind of Town offering the stems of excellence and the fruits of high adventure to the people living there."[5]

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[2] G. A. Myran, "Community Services in Community Colleges," Community and Junior College Journal, (Washington, D. C.: American Association of Community and Junior Colleges, 1967, reprinted 1974), p. 14.

[3] Gleazer, op cit, p. 235.

[4] David E. Barbee, A Systems Approach to Community College Education, (Princeton, New Jersey: Auerbach Publishers, 1972), p. 1.

[5] William Birenbaum, "Cities and Universities: Collision of Crises," Alvin C. Eurich, ed., op cit, p. 45.

Pifer, in his address before the 45th Annual Convention of the American Association of Community and Junior Colleges, stated that:

> Indeed I am going to make an outrageous suggestion that community colleges should start thinking about themselves from now on only secondarily as a sector of higher education and regard as their primary role community leadership.[6]

He also urged, "... that community colleges regard their primary role as that of community leadership and ... suggested that the two-year institutions become the hub of a network of social institutions serving the people."[7] He would also expect "community colleges to become kinds of agencies for community regeneration that they could be."[8]

Cohen believed that there should be a "... close tie between the college and the community it serves. The community and the problems associated with the socio-economic structure would constitute the basis for the college's core curriculum."[9]

Harlacher, one of the foremost proponents of the community services concept, has had many thoughts on the subject. He pictured

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6 "Annual Convention Draws 2400," Community and Junior College Journal, 44 (April, 1974), 13.

7 Ibid.

8 Alan Pifer, "Community College and Community Leadership," Community and Junior College Journal, 44 (May 1, 1974), 23.

9 E. L. Harlacher, "Providing a Comprehensive Program of Community Services," in Report on the National Conference on Community Services and the Community College, 1974, ERIC ED 093420, p. 6.

"a community renewal college which would serve as a change agent for the betterment of local conditions" even though he realized that the renewal concept would be objected to by some accreditation agencies.[10]

Harlacher also expressed the belief that:

> The true community college is not just concerned with the schooling of college age youths and adults enrolled in transfer and occupational programs: it accepts the responsibility as a catalytic agent for stimulating efforts toward enrichment and development of a college district as a whole, through the mobilization of elements of the total community.[11]

The objectives of the Community Services type program, which he advocated, included the elements of community use of college facilities and services, cultural and recreational activities, community educational services to include non-credit short courses, college credit extension courses, in-service training for community professional and technical professions, and community development which he defined as utilizing "its catalytic capabilities to assist its community in the solution of basic education, economic, political and social problems."[12]

Fisher and Gollattscheck considered that the community college should serve as the vehicle for meeting community service and educational needs:

> The vehicle concept connotes a community service program where the community college is more than a catalyst - one where the community college shows a commitment for greater

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10 Ibid, pp. 4, 9.

11 Ibid, p. 9.

12 Harlacher, The Community Dimensions of the Community College, op cit, pp. 29, 90.

interaction with the community to serve those special needs of specific target groups in the community.[13]

Though Harlacher, Gleazer, Cohen and others have emphasized the catalytic and social action aspects of community services, as they apply to community colleges, it should not be construed that the more traditional activities previously included in the term community services are still not in vogue. They still are very important to the community and the people they serve.

Pensacola Junior College has provided services which Harlacher, Raines and Gleazer advocated both on and off campus. For example, adult basic education courses and college transfer courses are conducted at the various Naval bases in the area. College facilities are used by community activities on a space available basis. The library is open to the general public. The athletic facilities are particularly sought by all groups, young and old. In the area of community development, Pensacola Junior College has been passive since it would require Pensacola Junior College to assume a leadership role in the solution of often controversial problems and issues which lead to the improvement in the quality of life in the community and in the operation of community organizations. It could not accept that role since it views itself in a more restrictive role of providing traditional but broad educational services and not as a catalyst for action and change.

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[13] O. R. Fisher and J. F. Gollattscheck, "Valencia Community College as an Educational Cooperative," Community and Junior College Journal, 45 (November, 1975) 14.

There is no doubt about the trend for community colleges to become deeply involved in community projects. Korim's AACJC Survey of Junior and Community College commitments in development projects attest to that fact. The type of services that are being provided include outreach activities, activities to alleviate health, nutrition and transportation deficiencies, social activities designed to provide senior citizens a more vital existence, referral services to inform the elderly of available services in town, planning and coordinating programs to center attention on the special needs of the aged and facilities services to provide mobility to senior citizens.[14] Some colleges publish information materials, operate nutritional programs, provide or coordinate transportation services, placement services, operation of day care services for the elderly, establish telephone reassurance service, elderly speakers bureaus, and even operating Senior Citizens Centers. For example, Oakland Community College in its Project Service (Stimulate, Educate, Reason, Volunteer and Employ), commenced in 1966, has provided counseling and placement services for needy senior citizens. Future plans include printing a newspaper and the formation of a dramatic group.[15]

Catonsville Community College and Snead State Junior College in Alabama have operated congregate meals programs for the elderly.

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[14] Korim, Older Americans and Community Colleges: An Overview, op cit, Appendixes I-V.

[15] Harlacher, The Community Dimensions of the Community Colleges, op cit, pp. 124-125.

Lane Community College in Oregon has operated a meals-on-wheels service in a joint venture with the Red Cross.

North Hennepin State Junior College in Minnesota has provided a bus service and has instigated the establishment of car pools for senior citizens to attend campus events.

Honolulu Community College has provided health services.

Copial Lincoln Junior College in Mississippi has recruited and placed low income elderly in community service jobs.

Kirkwood Community College in Iowa has operated a senior speakers' bureau and has also been designated as an area agency on aging.

Seminole Junior College in Florida has published a monthly newsletter on activities for the elderly.[16]

This handful of colleges represent the vanguard of the future thrust by many community colleges to provide human services to the senior citizens of the community.

Pensacola Junior College will require a great deal of soul searching before it steps out of its traditional educational boundaries to accept social action type responsibilities. However, there is no doubt that Pensacola Junior College has the capability to accept an additional role in the community if it so desires. It will not be without precedent in Florida, since Florida Junior College and Seminole Junior College have already stepped into the breach with Seminole Junior College having

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16 Korim, Older Americans - A Guide for Program Implementation, op cit, pp. 59, 61, 70-74, 183.

appointed a full-time Director of Aging. Seminole Junior College has sponsored a "Project Oasis" whose purpose is "to act as a catalyst for services to the older citizens of Seminole County" and to assist in establishing new senior centers.[17]

Recommendations

During these days of tight funding and limited resources insufficient to meet the burgeoning educational needs of the community, it would be very difficult for Pensacola Junior College to expand its educational boundaries into a new area of providing human services on a regular basis. The educational goals of the State place community services at the lowest priority. Even if funds were available, it is doubtful that Pensacola Junior College could become completely community services oriented. At this time, in this writer's opinion, there is a compromise role that Pensacola Junior College might accept. This aspect will be discussed later in this chapter.

Any new commitment to a new role would be very limited unless it were to hire a full-time director to coordinate the activities of the aged on campus, but also with the community agencies involved with the support of the needs of the aged. Administratively such a person would be assigned to the office that is already involved in providing educational services for and within the community. His position could be assigned to the Evening College, which handles community service

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[17] Seminole Junior College Catalog, Sanford, Florida, 1974-75, pp. 142-143.

type programs, or to the Adult Education Department which has extensive contacts in the community. The salary of the director could be obtained initially from Staff and Program Development fund sources. A competent and energetic director should certainly be able within three years to generate enough income through federal and state programs as well as from local programs to pay for his salary.

The dimension of community services was discussed at the Nova Summer Institute 1975. Dr. E. L. Harlacher, Dr. A. Pratt and Dr. Louis Bender were on the panel to discuss the various perspectives. Harlacher held firm to his position that the college should be a change agent for the improvement of local community conditions. Bender and Pratt suggested that if there is an educational element involved in the community service, the college should try to assume the function. However, if another governmental agency is already involved in the project, the college should not volunteer its services. They strongly advised staying out of any business activity such as running an airport or a senior citizen center since any program that is not educational can denigrate the community college image. This position is supported by this writer.

Under Title III of the Older Americans Act, Pensacola Junior College would be eligible to be designated as an area agency on aging which would permit Pensacola Junior College to act as a funding agent for social services. However, this writer does not advocate becoming involved in the organization, establishment or operation of RSVP, Senior Citizen or Congregate Meals Centers, newspapers, or job placement bureaus since such leadership roles would seem to conflict with

the social and governmental agencies' responsibilities. Such involvement would not serve the best interests of the College or the community since it would appear to be the responsibility of the Council on Aging, State Employment Services and other Escambia County Human Resources agencies. No infringement on the existing responsibilities of local agencies should be considered. Direct involvement in the organization and/or operation of a program which might be controversial or subject to criticism, could only hurt the image of the College at a time when colleges are under attack for failure to live up to the educational expectations of the populace. Colleges have enough educational problems of their own to solve without becoming involved in other controversial areas. If the college is the director or major cooperative partner in a program which fails or falters, the college may be used as the scapegoat despite its good intentions. This would especially be true in this rather conservative community that views Pensacola Junior College in the teaching and learning role and not in a community leadership role.

The President of Pensacola Junior College stated in an interview that community colleges should not become involved in non-educational activities which are the primary responsibility of other community agencies. He hoped, also, that Pensacola Junior College would be able to avoid entering into new commitments, especially in these days of austere funding and limited personnel resources.[18]

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[18] Statement by Dr. T. Felton Harrison, in a personal interview, Pensacola, Florida, December 22, 1975.

It appears to this writer that the faculty and the student body have not been viewed as extensions of the College in the performance of community type services. The faculty has a great deal of experience and expertise which can be provided if requested by the various civic organizations and Chamber of Commerce to help solve a particular problem. The role of a faculty member as a resource person would not be contravening Pensacola Junior College policy and would not place the College in as much possible jeopardy with the public if the project were to obtain bad publicity.

The student body, both in groups and individually, would be a valuable adjunct of the College in volunteering to participate in the community service type programs.

Each of the more than twenty fraternal and social organizations that comprise the Pensacola Junior College Interact Group, would profit greatly from the experience of dealing with the aged while concomitantly providing a valuable service. The students enrolled in the social science and psychology courses would provide another source of manpower to the local agencies which are involved in such programs as the Meals on Wheels, Congregate Meals Centers, or providing transportation of the elderly, escort services to College functions, home maintenance services,[19] and delivering library books.

The Northwest Council on the Aged, in a meeting held in May 1974 at the University of West Florida, assigned to its Education Committee the following projects:

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[19] Athens Council on Aging Pamphlet, op cit.

Catalog the churches which have recreational programs for the aged.

Catalog all adult educational programs and facilities located in the greater Pensacola area.

Identify the entertainment and recreational needs of the elderly and where they can be provided.

List facilities where elderly with sight and/or hearing problems may get large print books.

Explore possibilities of taping sermons in various churches and delivering tapes to homes or congregate centers.

The Director of the Escambia County Council on Aging would appreciate having at his disposal other catalogs or directories which would include the names and addresses of senior citizens in the area, of persons who desire live-in companions, and of those who might be interested in participating in the RSVP, Foster Grandparent, Meals-on-Wheels, and other volunteer programs.[20] Student groups would be providing a valuable service to the elderly if they would undertake the completion of the directories and catalogs mentioned above. The University of Florida journalism students decided to be of assistance to the aged by publishing a booklet on volunteer activities and produced a brochure on wills and estates.[21]

A community survey designed to identify the various needs and interests of the aged would also be an excellent project for students

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[20] Clark Interview, op cit.

[21] "Florida Journalism Students Study Means of Assisting the Elderly," Aging, op cit, (November-December, 1974), 19.

to undertake. This writer's attempt to obtain data on the needs of the elderly required contacting the United Way, Red Cross, nursing homes, hospitals, Chamber of Commerce, and Council on Aging. Information was either unavailable, incomplete or inconclusive. Such a study would be of value to the College and to the community since one set of statistics would be available which all agencies could utilize in developing program needs and justifications. A representative of the West Florida Regional Planning Council recently stated that there was no data available and that a survey would be most useful.[22]

The results of student participation in service-rendering activities would provide satisfaction to the students for having assisted the needed, improve their utilization of leisure time which is so often unproductive, and would provide an insight into the aging and aged process through their interaction with the aged that they serve. All of this exposure with the "yolsters" can serve to assist them in becoming better students, better future parents and better citizens of the community.

Action

Interviews and discussions were held with the Director of Community Services whose responsibility it is to develop community services programs, as well as with psychology and social science teachers, the Director of the TV Station, and the President of Pensacola Junior College.

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[22] Statement by Rick Sprague, in a personal interview, Pensacola, Florida, September 26, 1975.

This writer conferred with the Director of Community Services who concurred that a full-time Director of Aging Programs would be most beneficial to his organization in establishing and coordinating programs. In fact, he could not become involved in programs to help the aged since his job commitments already occupy all of his working time.[23]

The Director of Channel 23, WSRE-TV, had agreed previously when pre-retirement education programs became available, to assist in any way possible to broadcast more programs on the problems of the aged and to make spot announcements on matters of interest to the aged.

A Pensacola Junior College Psychology instructor agreed to assign the project of developing a consolidated Calendar of Events to her Developmental Psychology class. This calendar would provide all of the aged opportunities to socialize with other groups and would tend to eliminate conflicts in the scheduling of events. The Council on Aging Director, who stated that it would be a most useful calendar for all concerned, would assume the responsibility for distributing them to the retired group. The students would have to visit representatives of the Council on Aging, Senior Bridge Group, American Association of Retired Persons, Ensley Senior Citizen Center, Escambia County Retired Teachers Association, National Association of Retired Federal Employees, Senior Citizens of Brent, Veterans of World War I, and the Retired Officers-Association to obtain the necessary data.

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[23] Davis Interview, op cit.

One of the social science teachers, who equally expressed a great interest in the use of students, stated that they would require some lead time to revise their courses to include opportunities for students to interact with the elderly.[24]

The Circle K Club student body appears to be the most promising of all the student body assets as it is already committed in one project to assist the elderly at the Baycrest Nursing Home.

The writer met with the club members on various occasions to explain the scope and purpose of the MARP, and how their group could be of assistance to the College and to their club in activities such as providing escort service, adopting a grandparent, and aiding in establishing local voter registration days at the nursing homes and Congregate Meals Centers.

On January 15, 1976, the writer spoke before the Circle K Club membership to enlist its support to interact more frequently with senior citizens. The Club's involvement in conducting an assessment of educational needs survey under the direction of the writer was discussed. The club members accepted the challenge with enthusiasm, not only because of the service they will perform for their club, the community and the aged, but also because such a project will provide practical experience to members who are majoring in sociology, data processing and psychology. Their experiences may well serve as a basis for a subject for term papers. The project, which was started in

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[24] Statement by Virginia Lees, in a personal interview, Pensacola, Florida, October 7, 1975.

January 1976, will be completed in April 1976. As a result, the tabulation and evaluation of the results will not be available prior to the completion of this study. The efforts of the students will be published for use by Pensacola Junior College, The University of West Florida and the Community School System. The completion of such a study should be most useful to such organizations as the Chamber of Commerce, Red Cross and the United Way.

The opportunity to employ other student groups in similar worthwhile projects should be pursued with vigor so that the elderly in this community can continue to lead more independent and productive lives.

The actions in which staff elements, social science and psychology faculty and the Circle K Club student membership have participated will be of assistance to members and organizations of the community. The actions may not be catalytic in nature and may not produce social change. Nevertheless, there is no denying that they will be of value and service to the community.

Chapter IX

LIBRARY SERVICES

Library services for the elderly could easily have been discussed in the previous chapter since such services are sometimes considered an integral part of community services. However, it was decided to devote a separate chapter to library services because of its potential importance as an additional resource the College could offer to benefit the elderly.

Problem. Pensacola Junior College has no program or facilities specifically designed to assist the aged. Its only real association with the aged is the provision of a small collection of books dealing with the problems of the aged.

Discussion

The American Library Association, in recognition of its responsibility to the aged population, adopted a resolution which encompassed the following services:

> Contributing to a positive wholesome attitude toward the aging and aged.
> Providing information and education on the subject of aging and its problems for the professional and layman who work with this group, for those who are aging and for those who are retired.
> Facilitating the use of library services by the aged.

Providing library service appropriate to the special needs of this group.[1]

This resolution was aimed mainly at public libraries, which traditionally have had the responsibility in the community to provide services for people of all ages. Nevertheless, community colleges can not be excluded from a certain degree of responsibility, especially in the smaller communities where funds and facilities and library locations are limited.

The aged in Pensacola, who are permitted to use the Pensacola Junior College library, would enjoy the collection if their sight were not impaired and if their reading tastes were the same as any other citizen. However, informational material of interest to the aged and specially prepared texts are not available in suitable quantities to attract the aged to visit the library.

During the six-year tenure of this writer at the College, no outreach has been extended to the general public because the philosophy of the College is that the library is primarily for its students and because the public libraries have the prime responsibility to serve the community. A community college's outreach to the aged might not be appreciated if the community college were to be in competition with the public library system.

Recommendations

The writer conferred with the Pensacola Junior College Director of Library Services and the Director of the West Florida Regional

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[1] Hendrickson, op cit, p. 156.

Library System to ascertain whether each organization had any plans to assist the elderly.

The Director of the West Florida Library System has developed a modest outreach program which is limited to delivery of films to the Baycrest Nursing Home as a special service to the residents, and to delivery of books to the disadvantaged by means of a bookmobile. Ten percent of the van user population are aged who participate in the County Health, County Mental Health and Ellis Williams Congregate Meals Center programs. The Director also stated that the main library had a small collection of large type printed books and magazines such as the Reader's Digest series for those whose eyesight is impaired. The satellite libraries are to be stocked at a later date with large print books as funds become available. No talking books are available locally since they can be procured, on a call basis, from the Daytona Beach Library of Congress Collection. The public library system apparently is not mounting a great effort to assist the elderly since its funds and facilities have been rather limited.[2]

What can Pensacola Junior College do to further the literary interests of the aged? The collection in the library dealing with the aged is not large and contains books that were written in the late 1950's and 1960's. Recently, however, a few new acquisitions have been added to the collection, which is expected to be updated more rapidly in the future. The library can also begin to purchase books with larger

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[2] Statement by Stanley Koslowski, in a personal interview, Pensacola, Florida, November 20, 1975.

print and lighted magnified readers for those whose eyesight is impaired as well as talking books and records for those who are blind so that they can continue to satisfy their reading desires and interests.

The availability of funds might be a problem; but, they might be obtained through the Title VIII of the Older Americans Act which:

> Provides grants, on a non-matching basis, for the training of librarians to work with the elderly; the conduct of special library programs for the elderly; the purchase of special library materials for use by the elderly; the payment of salaries for the elderly persons who wish to work in libraries as assistants for the elderly; the provision of in-house visits by librarians and other library personnel to the elderly; the establishment of outreach programs to notify the elderly of library services to them; and the furnishing of transportation to enable the elderly to have access to library services.[3]

The establishment of "senior citizen nights" at the library when special programs and films of interest to the aged could be shown would be very popular. The lack of spaces precluded the establishment of such programs in the past. However, the new library could easily make available a large classroom for this purpose on a scheduled basis.

If it were not for the competition with the public library as well as the shortage of resources to allocate to an expansion of services, the library could become involved in providing informational services. In Boston a "Never Too Late" group was organized by the public library. Travelogues, films on current political, economic and social issues, famous people, music, art and literature were shown.

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[3] Older Americans Act, op cit, p. 29.

Periodically, the library would provide tours within the departments of the library. Space was made available for hobby demonstrations, panel discussions, and book reviews.[4]

Action

The Pensacola Junior College Director of Library Services main concern is to support the curriculum offered by the College. He has no plans to outreach into the community, which is just as well, since the Director of Regional Libraries indicated in the previously cited interview that he probably would not consider the expenditures associated with such a program the wisest use of scarce funds even though he would not interpose any objection to any outreach attempt by Pensacola Junior College. When the new Western Campus Library Building is built in 1978, there will be an opportunity to serve the residents of the west side of town without resorting to any outreach programs.

The Pensacola Junior College Director of Library Services has agreed to implement certain recommendations.

Talking books and large print books will be purchased in the future as funds become available. He has no objection to the use of the classroom in the library by aged or retired groups on a previously scheduled basis. He also will inquire into the availability of federal

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[4] Helen F. Hirson, "Never Too Late Group," Library Journal, 78 (November 1, 1953), 1883-1887.

funds so that the library may be able to support more viable programs for the aged managed by trained librarians who are sensitive to the needs of the aged.[5]

This writer agreed to provide the library a bibliography of the more modern texts and periodical references which might be obtained so that the reading section on the needs of the aged may be more comprehensive. In addition, he will donate a copy of this study as well as copies of newspaper, magazine and periodical articles dealing with the educational needs of the aged to the library for inclusion in a vertical file located in the reference section of the library.

When all of those actions are implemented, the library should be used more frequently by the students of gerontology, the elderly, and those on the way to becoming elderly, a situation in which many of us will find ourselves someday.

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[5] Statement by Dr. Lawrence Yax, in a personal interview, Pensacola, Florida, November 12, 1975.

Chapter X

PROGRAM FUNDING

Recommendation VI of the Educational Section of the 1971 White House Conference on Aging referred to the necessity of providing incentives:

> For older persons to participate in educational programs, agencies and organizations and government must provide incentives. These incentives should be aimed at eliminating specific barriers to the availability and accessibility of educational services for older persons including transportation, free attendance, auditing privileges, relazed admission requirements, flexible hours, convenient locations, subsidies to sponsors and removal of legal barriers.[1]

The Conference was well aware that providing special treatment for the elderly would create funding problems for some colleges already strapped with more responsibilities than the necessary funds would permit them to exercise properly. Therefore, recommendations X through XIV were developed to provide the policy statements for the provision of the necessary priorities for the allocation of funds by Federal and State agencies to insure that the incentives and educational opportunities for the aged are somewhat guaranteed.[2]

The accessibility of various funding sources in the community to establish and implement new programs requires investigation. The

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[1] 1971 White House Conference on Aging, op cit, pp. 2-3.

[2] Ibid, pp. 4-5.

funds will not gravitate toward the college automatically unless some proposals are submitted.

Federal, State, local public and private funding sources are available if properly investigated and funding actively pursued. The federal government, which has been a catalyst in publicizing the needs of the elderly, has provided over the past five years the major financial support for the programs through the Higher Education Act, the Older Americans Act, the 1974 Elementary and Secondary Act, and the Senior Opportunities and Services Program, the Adult Education Act and the Comprehensive Employment Training Act (CETA). A composite of the services and programs supported by federal programs is listed in Appendix A.[3] A discussion of the major legislation which has provided funding for elderly programs follows.

Many institutions have not attempted to procure financial funds from federal and state funds because of the restrictions placed on the use and accountability of funds, the possibility of withdrawal of funds on short notice by the federal government or because the recipients believe that by not accepting funds, the federal budget will be reduced, thereby reducing taxes. The first two reasons merit consideration, but the latter should not, since money appropriated in the budget will only be disbursed to another organization in Miami, Tampa, St. Louis, Los Angeles, Boston or Chicago. Seldom do federal funds revert to the United States Treasury as unused funds. Proposals should be submitted

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[3] Korim, Older Americans - A Guide for Program Implementation, op cit, pp. 95-100.

for federal and state funds if for no other reason than to obtain the matching or seed money to activate new programs which then pay for themselves once started. Naturally, it would be more advisable to obtain full grants or maximum working grants so that only the minimum of college funds is expended. Representative programs that have been established by educational institutions to support programs for the elderly, as a result of federal legislation, are described below.

Higher Education Act. Title I of the Higher Education Act provides the funds to the states for intra-state distribution to those agencies involved in community service activities. Georgia Southern College received partial support to develop an Institute Series on Death and Dying.[4] The University of Georgia Center for Continuing Education co-sponsored with Dekalb Community College a short course designed for the time of paid professionals in a course entitled "Adult Development and Aging," using Title I funds.[5] Florida colleges and universities have also benefited from Title I. Santa Fe Community College received funds to establish its Senior Citizens 60 Plus Club which brought classes into the rural areas to 1200 members.[6] Pensacola Junior College received a grant for an Outreach Consumer Education program which attracted many

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[4] Institute on Death and Dying, Pamphlet, Georgia Southern College, Statesboro, Georgia, March 11, 1975.

[5] Adult Education and Aging, Pamphlet, Dekalb Community College Central Campus, Clarkston, Georgia, 1975.

[6] "Senior Citizens' College Project," Santa Fe Community College, Quarterly Newsletter, (July, 1975).

elderly women, even though the program was developed for women of all ages. The University of West Florida received a similar grant to establish a Consumer Education Workshop similar to that established by Pensacola Junior College. In addition, the University of Miami received funds for "Programs for the Elderly," the University of South Florida for "Hearing Habilitation Seminar for Senior Citizens," Florida International University for "Training the Older Citizens as an Orderly or Nurses Aide," Santa Fe Community College received a grant for their "Senior Citizens College Project," and Brevard Junior College expects to receive funds for "Project Open" (Older Persons Education Network).[7] The Florida Department of Commercial Affairs has underwritten a grant to the University of Miami's Center for Urban and Regional Studies for the purpose of giving the opportunity to the elderly to be trained to take care of children of working mothers under the Surrogated Parents Program.[8]

The Older Americans Act of 1965 resulted from the many recommendations made by the Second White House Conference on Aging of 1961. The Older Americans Act of 1965 and the Older Americans Comprehensive Services Amendments of 1973 main purpose is to

> Make available comprehensive programs which include a full range of health, education and social services to our older citizens who need them.

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[7] Statement by Dr. Lee Umphlett, in a personal interview, Pensacola, Florida, October 18, 1975.

[8] "Grandhelpers Take Child Care Training," The Pensacola News Journal, October 2, 1975, p. 11A.

> To develop plans, conduct and arrange for research in the field of aging and assist in the establishment of and carry out programs designed to meet the needs of older persons for social services, including nutrition, hospitalization, pre-retirement training, continuing education, low cost transportation, housing and health services.[9]

Titles III, IV, V, VI and IX provide funds for which community colleges can apply.

Title III of this Act provides program funding for:

> a. Health, continuing education, welfare information, recreational, homemaker, and counsellor referral services.
> b. Transportation services necessary to facilitate access to social services. Though funds are mainly provided for the delivery of meals and the transport of eligible senior citizens to participate in the Congregate Meals Center programs, it does not exclude allocation of funds for other services such as education.
> c. Services designed to encourage and assist older persons to use the services available to them.[10]

The purpose of Title IV is to publicize and attract and train personnel to make careers in the field of aging. Artists, scientists, craftsmen and homemakers would be encouraged to participate in aging programs. Funds are made available to public and non-profit institutions to assist in defraying costs for pre-service and in-service short term institutes, for fellowships to train persons to enter the field of aging, for workshops, seminars and conferences, and for the design and development of training programs for personnel to enter careers in the field of aging. Under Part IV-B of the same Title, program funding is permitted for "conducting conferences and meetings

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[9] PL 93-29, Older Americans Comprehensive Services Amendments of 1973, pp. 1-2.

[10] Ibid.

for the purpose of facilitating exchange of information and stimulating new approaches with respect to activities related to the purposes of this part." Under Part IV-C, funds are provided to train professional and paraprofessional personnel, conduct basic and applied research on the leisure and education of senior citizens, "stimulates the incorporation of information on aging into the teaching of biological, behavioral and social sciences at colleges ... develop training programs on aging."[11]

This Act also amends the Library Services and Construction Act by adding to the section on Older Reader Services which provides for:

> (1) The training of librarians to work with the elderly, (2) the conduct of special library programs for the elderly, (3) the purchase of special library materials for use by the elderly, (4) the payment of salaries for elderly persons who wish to work in libraries as assistants on programs for the elderly, (5) the provision of in-home visits by librarians and other library personnel to the elderly, (6) the establishment of outreach programs to notify the elderly of library services available to them, and (7) the furnishing of transportation to enable the elderly to have access to library services.[12]

Title V covers the regulations dealing with the acquisition and renovation of multi-purpose senior citizen centers. However, funds are available for the training of personnel to administer and coordinate programs for older people and to provide direct services as well as to conduct training and research in the general area of multi-purpose institutions.[13]

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11 Ibid, pp. 17-19.

12 Ibid, pp. 28-29.

13 Mary Mulvey, "Preparing for Retirement," Adult Leadership, 16 (September, 1967), 116.

Title VI deals with the "National Older Americans Volunteers Program" which permits authorization of grants for supportive services by older persons in health and educational fields to children receiving special care in homes or hospitals. The Foster Grandparent Program described in the Chapter on Manpower Training for the Aged derives its funding from this source.[14]

Title IX, the "Older Americans Community Service Program" has been established to promote "part-time work opportunities in community services activities for unemployed low income persons who are 55 or older." Under this program payments may be made for the expense of training and transportation for individuals so that they may obtain the skills to secure employment.[15]

HEW guidelines further require that:

> Special attention be given to the development and implementation of training programs which relate to needs of minority and low income elderly and to assuring that minority persons are included in the training.[16]

Many universities and community colleges have taken taken advantage of the opportunities offered by the Older Americans Act either as recipients of funds received directly from the federal government or from funds supplied to the state by the federal government for further distribution to local communities.

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14 PL 93-29, op cit, pp. 26-27.

15 Ibid, p. 32.

16 HEW Department of Office on Aging, Washington, D. C., letter dated April 23, 1974, p. 4.

Title III. Bronx Community College in New York established its outreach program to teach college credit courses at residence centers.[17] The Austin, Texas Public Library received funds to transport the elderly residents to the library. Over 250 persons took advantage of the programs for which Pensacola Junior College could also qualify for federal aid for such a program.[18] Seminole Junior College's "Project Greatest," a Title III project funded through the Division of Aging of the Department of Health and Rehabilitative Services, "acts as a catalyst for services to older citizens in the county and encourages people to use the facilities of the college such as the library, drama, music and physical education departments free of charge."[19]

Clemson University received a grant to conduct a "Live-In College Week" for 100 senior citizens under Title III.[20] Partial support for a similar type program under Title I of the Higher Education Act was granted to Jamestown College in North Dakota to operate a summer program for older citizens who take courses for pleasure or credit. Courses taught included "Senior Power," "Sex and the Older Adult," "Music Appreciation," "Marriage in Later Years," "How to Enjoy

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17 Andrew Hendrickson, A Manual on Planning Educational Programs for Older Adults, (Tallahassee: Florida State University, 1973), p. 150.

18 "Austin Public Library Begins Programs for Elderly, Handicapped," Aging, (April, 1975), op cit, 8.

19 Seminole Junior College Catalog, 1974, op cit.

20 Umphlett Interview, op cit.

the Retirement Years," "Living with Dying," "Pre-Retirement Preparation," and "Taking Care of Yourself."[21]

A consortium of five New Hampshire colleges and universities also have established a similar type program dubbed "Elderhostel 76." It proved so successful in 1975 that "it will be expanded to twenty colleges and universities in six New England states."[22]

It would appear that funding could also be obtained by Pensacola Junior College for any of the above educational services that relate to the elderly.

Title IV Programs. Under Title IV of the Older Americans Act, the Administration on Aging awarded the Nebraska Council on Aging a grant to produce a retirement education program to deal with subjects such as private pensions, taxes, property, nutrition, changes in role status as a retiree and retirement activities.[23] The University of Southern California received a grant to develop a program to instill in potential retirees a healthy attitude toward the future problems they are bound to face.[24] The University of West Florida received two grants. One was to

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[21] "North Dakota College Offers Elderly Educational Vocations," Aging, 235 (May, 1974), 8-9.

[22] "Program Educates Elderly," The Pensacola Journal, December 1, 1975.

[23] "AOA Office of State and Community Programs Works to Create Broad Services for Aging," Aging, 247 (May, 1975), 16.

[24] "University of Southern California Gets $144,000 HEW 3-Year Grant for Retirement Training," Aging, 246 (April, 1975), 17.

teach Proposal Writing to the staff members of the Council on Aging; the other to Explore and Resolve Second Marriage Problems of Older Citizens.[25] Under this same title the Administration on Aging negotiated 82 contracts in Fiscal Year 1974 for research on the needs of the aged.[26]

The Senior Opportunities and Services Program (SOS) is a program designed for the poor 60 years or older. Referral services include educational and recreational services. Funds have been granted for outreach, homemaker services, transportation assistance, consumer education, other education, recreational and social programs and handicrafts. In the State of Florida, a total of $48,399 was disbursed by the federal government for these programs. Though these funds are normally channelled through the local CAP offices, educational institutions certainly should be able to obtain funds under contract to CAP to conduct educational, recreational and social type programs.[27]

Congress is also demonstrating an interest in the area of medical manpower training. House of Representatives Bill 7345 of May 21, 1975, provides grants "to colleges and universities to establish

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[25] Statement by Mr. Glen Goltermann, in a personal interview, Pensacola, Florida, November 2, 1975.

[26] AOA Fact Sheet, National Clearinghouse on Aging, Administration on Aging, Washington, D. C., 1974.

[27] Senior Opportunities and Services - A Directory, A Directory Prepared by the Special Committee on Aging, United States Senate, United States Government Printing Office, Washington, D. C., 1975.

graduate programs in geriatrics and gerontology." House of Representatives Bill 7367 of May 21, 1975, provides grants "to schools of medicine to assist them in the establishment and operation of continuing education programs in geriatrics for physicians." It is realized that the bills have not been passed and even if and when they do become law, the community colleges will not be eligible to participate. What is interesting is the fact that the attention is being paid by the federal government to train the manpower which will be in leadership positions in institutions which involve geriatric patients. It would appear to be only a matter of time before community colleges become eligible to obtain grants to train professional and paraprofessional personnel specifically trained in geriatric problems and care.

Under the Comprehensive Employment Training Act of 1973, low income personnel, 55 or over, are eligible to receive training to gain the experience to be able to compete for full-time employment. The individual may take as long as one year to prepare himself for permanent reemployment. The funds are supplied by the Department of Labor through the county or, at times, through the local affiliation of the National Retired Teachers Association or the American Association of Retired Persons. The training can be in the nature of formalized instruction in the classroom or on the job.

In Alachua County, Florida, Sante Fe Community College obtained a grant to provide the training to the elderly citizens. Payment for the training and education is received from the local program director

who in turn receives it from the federal government.[28] Pensacola Junior College could likewise be a participant in the program. This writer contacted the Director of the CETA Senior Community Service Employment Program of Escambia County who indicated that there existed a training and education requirement within his program.[29] No attempt has been made by him or the Pensacola Junior College CETA Coordinator or Personnel Office to initiate a program which would be of mutual benefit to both organizations.

The County CETA Senior Community Service Employment Program Director indicated that he had 90 people in his program. The average age was 64. The elderly have been placed in jobs by the County in non-profit organizations such as the West Florida Regional Library, University Hospital, and in public schools acting in the capacity of library assistants, nurses aides, or maintenance assistants. He would like to place some of these people at Pensacola Junior College. The Assistant Personnel Officer of Pensacola Junior College agreed that Pensacola Junior College should take advantage of such labor which is in short supply at Pensacola Junior College.[30] It would serve not only to have manpower available at no cost to the College, but also to

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[28] "Senior Citizen's College Project," Santa Fe Community College, op cit, 3.

[29] Statement by Mr. Richard Morris, in a personal interview, Pensacola, Florida, October 30, 1975.

[30] Statement by Mrs. Ann Lewis, in a personal interview, Pensacola, Florida, October 31, 1975.

evaluate the individual's performance for possible employment after the training period terminated. Both the Pensacola Junior College and CETA representatives agreed to discuss the possibilities of establishing such a program at Pensacola Junior College.

The formalized instructional CETA program also interested the Escambia County representative, since Pensacola Junior College is already involved in other CETA vocational programs for younger adults. The Pensacola Junior College CETA Coordinator, as a result, has agreed to counsel senior citizens to enroll in appropriate type courses such as Radio & TV Repair, Printing and Drafting. Pensacola Junior College will also gain from this arrangement since these courses are usually not filled to capacity and would readily accommodate senior citizens.

Recently, the Florida Department of Health and Rehabilitative Services advertised in a local paper that adult day care, companionship services, consumer education, escort services, foster care, health education, homemaker services, home improvement services, legal services, nutrition services and transportation are available under Title XX of the Social Security Act. Though these programs were not specifically designed for the aged, they do not exclude them. The College should be able to apply for education and training manpower funds to develop and establish similar type programs for the elderly.

Private foundations such as the Rockefeller Foundation and the Mott Humanities Foundation should also be investigated as sources of funds to support new programs. For example, the latter Foundation provided funds to The University of West Florida to organize a forum on Youth-Age Syndrome. Manuals for obtaining foundation grants may be

obtained from the Superintendent of Documents in the Government Printing Office, Washington, D. C. and from the Robert J. Corcoran Company, Court Street, Boston, Massachusetts. Private community minded service and civic clubs, such as Rotary, Elks and Lions, the United Way, Red Cross, the Council on Aging and federal sharing funds from county and city sources should not be overlooked, either. Santa Fe Community College recently received $25,000 from revenue sharing funds to conduct a Meals-on-Wheels Program.[31]

Funds could also be allocated from the Pensacola Junior College Staff and Program Development since older American educational assistance would be classified as a new program. Full-time and continuing education funding might also accrue to the College from the classes that are conducted under Adult Education Program funds.

Contracting with hospitals and nursing homes to conduct training programs would also be a possibility. Directors have indicated that their respective institutions have not budgeted for educational funds, but would consider contracting if the possibility of conducting educational programs at their homes might be jeopardized. The directors realize that their patients need socialization and recreational activities if they are to remain alert and creative. Otherwise, they fear that they will regress to a state of useless vegetation.

The Executive Director of the Baptist Hospital is planning to develop a 300-unit gerontology center to house 500 elderly persons.

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[31] "Senior Citizen's College Project," Santa Fe Community College, op cit, 6.

The Baptist Hospital Health Care Foundation, established in July 1975, will operate the center, which will be adjacent to the hospital. The need for a self-contained senior citizen home providing health, housing, transportation, nutritional, and recreational/educational services was predicated on research that there will be over 50,000 residents over 65 years of age in the Pensacola area and over 100,000 in Escambia and the adjacent counties of Santa Rosa and Okaloosa-Walton. When the center opens, he intends for each senior citizen to complete the Pensacola Junior College admission forms at the time of the admittance of the residents so that they will be able to enroll in any courses offered by the College at any time in the future. Baptist Hospital would defray the costs by including the educational service in the overall fee.[32]

On the State level, recognition of the needs of the aged may be forthcoming if Florida House Bill 146, The Florida Aging Act of 1975, which has been prefiled for consideration by the 1976 Florida legislature, is passed. This education act has been established

> For the purpose of providing intellectual, cultural enrichment and recreational activities for persons 60 years or older, pre-retirement education and education of younger people concerning the problems, needs and interests of older adults. This program shall be administered by district school boards and community colleges district board of trustees.[33]

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[32] Statement by Mr. Pat Groner, in a personal interview, Pensacola, Florida, October 25, 1975.

[33] Florida House Bill 146, The Florida Aging Act of 1975, Tallahassee, Florida, 1975.

Unfortunately, the amount of funds available to Pensacola Junior College under this bill would be minimal. The allocations are based on the number of people aged 60 or over in the districts served according to the 1970 census. The amount which was generated by the 25 cents per capita allowance provided the amount of $5,822.75 for Pensacola Junior College.[34]

If Pensacola Junior College does not have available a comprehensive plan delineating the various activities, it may not even be eligible to receive the earmarked funds. The data and recommendations developed in this paper should place Pensacola Junior College in a favorable position to receive the funds. According to the bill,

> Priority shall be given to programs serving the maximum number of persons within the limit of resources available and programs which allow for matching funds or for joint fundings from the federal government or other public or private sources ...[35]

It would behoove Pensacola Junior College to provide the matching funds and make application for other federal and state grants in order to qualify for any future grants made available by the State legislature.

On a county level, the Homemaker Services Program is jointly sponsored by the City of Pensacola and Escambia County, which are contributing $20,000 in matching funds for the Council on Aging. Pensacola Junior College, in concert with these organizations, could provide the instructional expertise necessary to insure a successful program.

Charging of tuition and fees to individuals would be the least desired of all actions since older people usually do not have money to

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[34] Ibid, pp. 5-6.

[35] Ibid, p. 4.

spend on furthering their education when most of the elderly spend 70% of the budget on medical and home operation. There are few precious dollars left of meager incomes for the remainder of the bills.[36] There are approximately 4.8 million people over 65 years of age who are living in poverty. For example, in New Orleans 59% of those over 65 had an income of $3000 or less.[37] There is no doubt that this ever increasing group of people will become one of the largest poverty groups in this country as the hundreds of thousands of citizens climb over the 65 year old threshold into retirement.[38]

The writer would prefer to permit citizens over the age of 65 to enroll at no cost or at significantly reduced costs as many colleges have done throughout the nation. In Florida, Daytona Beach, Edison Community College, Florida Junior College at Jacksonville, Lake City Community College, and Indian River Community College have set a precedent for the State.

Farleigh Dickinson University recently announced a plan permitting parents and grandparents of full-time students to enroll in undergraduate courses for credit on a space available basis at no cost. This policy served the purpose of fighting rising operating costs and the desire to have more families involved in education. At Ohio State

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36 Loether, op cit, pp. 104-106.

37 "Life for the Elderly Who are Hungry and Afraid," U. S. News and World Report, LXXIV, 22 (February 10, 1975) 48.

38 Kelly, op cit, p. 7.

University, sixty senior citizens from 67-80 enrolled under the experiment Program Sixty-Five which permitted elderly to attend college free, on a space available basis. Most students signed up for one course, some enrolled in two or three.[39] Boston and Kentucky Universities also permit older citizens 60 years or older to attend college courses free.[40]

In New York City, eight community colleges enrolled approximately 1000 in centers and housing projects tuition free on a space available basis as non-matriculated students.[41]

Unfortunately, one must be realistic, especially in Florida, since austere funding probably will militate against continuing such policies at least until the present economic recession abates. The President of Pensacola Junior College stated that he appreciated the economic problems the elderly face in allocating funds for educational purposes, however, any policy which favors a special interest group will probably lead to pressures from other groups for equal treatment. He stated that he might consider reducing the fees for the aged in the future when economic conditions improve. He would oppose permitting enrollments after the drop and add period on a space available basis since the State auditors might construe such action as an attempt to

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[39] "Senior Citizen Students," College Management, (March, 1974), 9.

[40] Hendrickson, op cit, p. 151.

[41] "Open Admissions to Senior Citizens," Intellect, (March, 1973), 348.

violate the recent enrollment cap imposed by the State auditors. He would not be opposed to such action if the State Department would give approval not to count elderly students against the cap.[42]

It would appear in this period of economic adversity when the State of Florida is, at best, permitting level funding from year to year, that outside funding sources be investigated. There are sufficient national, state, local private and public funding sources, as were indicated above, to support most programs for the aged without having to charge the individuals. The Escambia Council on Aging, which is involved in aging programs, would be the logical organization in this area to seek out sources and request funds from the Administration on Aging to subsidize the educational needs of the aged. In Fiscal Year 1976 there are 96 million dollars in the federal budget for community programs. There might be some funds available in that budget for the elderly to attend classes.[43]

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42 Harrison Interview, op cit.

43 The Proposed Fiscal 1976 Budget: What it Means for Older Americans, A Staff Report Prepared for the Special Commission on Aging, U. S. Senate, United States Government Printing Office, Washington, D. C., February, 1975.

Chapter XI

SUMMARY, RECOMMENDATIONS, AND CONCLUSIONS

Summary

Black Power has had its day, Woman Power is ever present, but Older Power is on its way. In fact, it may be already here since senior citizens are beginning to organize and to realize their real political, social and economic strength. According to Gleazer, "there is increasing power among the older segment, and we have to meet people where they are."[1]

> ... Evidence indicates that at certain points the aging can effectively threaten the balance among other minorities and force concessions. New structures are emerging through which various segments of the older voting population can be organized. A different image of the aging is emerging which will provide a new locus for power based on mass communication. Perhaps if there is not as much to be hoped for as some wish, there is also much less to be feared, and in the end efforts to use politics for the attainment of the goals of the aging will become as normal as using politics in the effort to secure the aims of young people.[2]

"The older age groups most important secret of success, however, is that they have become better organized and have turned increasingly to

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[1] "Squeeze Back Feared by Gleazer," FACC Current, VII, (March, 1975) 1.

[2] John C. McKinney and Frank T. Deuyver, Aging and Social Policy, (New York: Appleton-Crafts Century, 1966), p. 112.

the tacts of pressure politics."[3] "If the 1972 voting patterns are repeated in 1976, more ballots are expected to be cast than by the young generation group, which is 5,000,000 larger."[4] "Senior power is just beginning to coalesce. Senior power now is an important new force. Retirees have sufficient time, contacts, expertise and education to stand up for which they consider important."[5]

Senior citizens use of pressure politics is not new. Francis E. Townsend, who in the depression days sponsored an Old Age Pension Plan starting at 60, organized the Townsend Clubs, which produced 10,000,000 supporters. The Democratic Party feared the Townsend movement because it held a balance of power in 15 states. The Democrats were certainly concerned even though they won the election easily in 1936.

In California, the McClain Movement with 7% of those over 65 registered to vote in the election, were able to eliminate the requirement to show need in order to be eligible for the California Old Age Assistance Check. In Miami recently, The Dade County Council for Senior Citizens organized a protest meeting to dramatize the effect of the inflation on the elderly. In Nevada, senior citizens were very

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[3] Jackson K. Putnam, Old Age Politics in California, (Stanford, California: Stanford University Press, 1970), p. 126.

[4] "Tomorrow," U. S. News and World Report, LXXIX (December 22, 1975) 8.

[5] Charles H. Percy, Growing Old in the Country of the Young, (New York: McGraw Hill, 1974), p. 109.

active in demanding that 6,000,000 dollars of unclaimed federal funds be obtained to provide medical assistance to the aged.[6] Today, Margaret Kuhn has organized the Gray Panthers, which is still in its infancy but gaining new members rapidly. She declared that her group of 7,000 strong "... is muscling in on society. We'll do it with militancy, demonstrations, badges, anything to get a place on the table."[7] Tom Booker of the Houston Housing Authority stated that "the old are going to be more vocal and they will have to be, to keep from being left out."[8]

The older senior citizens of tomorrow will be better educated, better informed and less willing to accept

> ... poverty, neglect, unpersonhood, idleness and the rest of the lifestyle that we have tried to prescribe for the old; less willing to take the indignities that the old suffer now and a lot more militant. We shall also be increasingly numerous...[9]

Kuhn, head of the Gray Panthers, gave further credence to the politization of the elderly stating that "we live longer, we're more vigorous

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6 "Life for the Elderly in 1975 - Many are Hungry and Afraid," U.S. News and World Report, LXXIX (February 10, 1975), 51.

7 Puner, op cit, pp. 4-5

8 "Life for the Elderly in 1975," U.S. News and World Report, op cit, 51.

9 Alex Comfort, "Taking 80 Years to Reach 60," The Rotarian, 126 (December, 1974), 18.

physically, we're better educated and more articulate, and we are becoming aware how our society puts us down."[10]

If these groups were to amalgamate with all of the other retired organizations, a formidable pressure group capable of mounting nationwide support would emerge. Surely, the political strength of the aged is bound to increase as one of the most rapidly growing segments of our population continues to expand.

The statistics speak for themselves. In 1970 there were approximately 20,000,000 Americans 65 or older.[11] Between 1970 and 1973 the number of elderly citizens increased 7% to an estimated 21,329,000 people. During the same period, the 18-44 year old group increased approximately 8%, while the population between the ages of 5-17 years of age declined, reflecting the lower birth rates recorded in the 1960's.[12] Demographers project a continued increase in the 65 and over age group at least until the advent of the 21st Century when the 65 and over population is expected to exceed 30,000,000.[13]

Florida will have its share of the aged group. By 1980, 20% of the population will be older than 65. At the present time, Florida

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10 Percy, op cit, p. 108.

11 Facts About Older Americans, op cit, p. 2.

12 Higher Education and National Affairs, (Washington, D. C.: American Council on Education, June 21, 1974), 7.

13 Ann Maust, "The New Frontier," Community and Junior College Journal, 44 (August, 1974), 15.

is first in the nation with the greatest proportion of people 65 or over and fourth in the nation with 1,190,000 senior citizens.[14]

The increased expenditures of Social Security cash and health benefits also reflect on the growth in numbers of the elderly, In 1961, 1.5 billion dollars were distributed to those 65 and older; in 1970, that expenditure increased to 11.6 billion. At the present time, 26 billion are being expended with the dollar figure to exceed 63 billion dollars when the senior citizen group exceeds 30,000,000 by the year 2000.[15] It is realized that some of the dollar figures have escalated because individual benefits have increased concomitantly with the cost of living. The bulk of the cost, however, can be attributed to greater numbers becoming eligible for senior citizen rank and living for longer periods of time.

The nutritional, medical, housing and transportation needs of the aged have always been paramount in the minds of governmental leaders. Resources and funding have been allocated to survival needs whereas the educational needs of the aged or the need to train the manpower to assist the aged have not received the publicity or priority. The dearth of literature relating to the educational and manpower requirements of the aged attest to the low priority that educational needs

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14 "Life for Elderly in 1975," U.S. News and World Report, op cit, p. 49.

15 "Nixon Approves Social Security Benefit Increase for 30 Million," Aging, 231-232 (January-February, 1974), 5.

have received in the past. Since Medicare Meals on Wheels, Congregate Meals Centers and transportation programs are available to assist the aged, the educational needs of the senior citizens can now be given greater consideration. More educational opportunities will assist the elderly to lead a more productive, independent and meaningful life during the so-called harvest or golden years.

Bernard Baruch asked the question, "what is the sense of prolonging the lives of people if there is nothing useful for them to do?" Indian Prime Minister Nehru at the age of 70 when he was Prime Minister of India stated that:

> ... I think that every person, whatever his age, shall have function in life. If that function wholly goes, then life ceases to have any meaning. Life is not a question of years but of what is put into it. If this weakens or fades away, then there is not much point in living on.[16]

Florida Scott-Maxwell, a psychologist, stated to fellow octogenarians (she was 83) that, "as we age we are more alive than seems likely, convenient, or even bearable. My dear fellow octogenarians, how are we to carry so much life and what are we to do with it?"[17]

The aged can remain mentally alert by becoming involved in their remaining years in life-long educational programs which satisfy their individual needs and desires. For some, the satisfaction will be to enroll in college transfer courses, to review or update their previously

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16 Huey B. Long, Curtis Ulmer, The Physiology of Aging: How it Affects Learning, (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1972), p. 31.

17 Florida Scott Maxwell, op cit, p. 39.

acquired knowledge; for others it will be to enroll in college career courses in order to be able to pursue a second or third career or to become self-employed; for others to enroll in cultural enrichment and recreational programs dealing with the belles artes, or recreational programs which will help pass their leisure time away and give them opportunities to socialize with the young and old; and for those who have had little or no opportunities to forsake illiteracy, to learn to develop basic mathematical and communication skills so necessary for continued survival.

The educational institutions of the community, especially the community college, are in an excellent position to provide the opportunities and services so that the maximum life potential of the greatest number of citizens is attained.

Harlacher stated that "since the community college's aim is at the whole person in a whole community, it sees no one as being unworthy because of his present level of development, his education, or his current status within the culture."[18] Barbee remarked that "community colleges are charged with meeting not only the educational needs of youth but also the intellectual, vocational, and continuing needs of all members of the community."[19] If Pensacola Junior College is to be considered an Open Door College, it will pay more attention to the elderly's

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[18] Harlacher, The Community Dimension of Community Colleges, op cit, p. 4.

[19] Barbee, op cit, p. 1.

needs. In the "Community College in 1980," Cosand indicated that the community college must be concerned with the problems of the old as well as youth. "The city will provide sustenance for older people who are confined to downtown apartments and who have little to live for - who sit idly by and wait for death." Cosand was referring to the problems of inner city residents. However, there are many who sit and sit in the suburbs and rural areas as well who need sustenance as much as their urban peer groups.[20]

Gleazer, in a speech before the 1974 AACJC convention, affirmed that "educational institutions should get closer to the people ... provide educational services for all ages at practically all times, reach out to those who have not been served." He further added that " ... the number of people who want training opportunities far from drying up, is way beyond any projections made to date but there must be a different articulation of program need."[21]

Community colleges should primarily consider their responsibility to the aged segment of the community primarily for humanitarian reasons. In the future, they may be paying more attention to the aged also for economic reasons. They may need the elderly to boost enrollments. "Community colleges should reach out to elders, and with them,

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[20] Cosand, op cit, p. 143.

[21] "Community Centeredness is Reaffirmed," Community and Junior College Journal, 44 (April, 1974), 42.

create new roles and options for later years ... elders are looking for meaningful use of their time, while community colleges have the resources and are looking for both financial and philosophical reasons to serve new groups ..."[22]

According to federal government reports, fewer high school seniors are college bound. Approximately 18% of high schools stated that they did not desire further schooling upon graduation, compared to 14% the previous year. In addition, only 42% of over 3 million high school seniors planned to attend college. This group represented a 3% decrease from the previous year when 45% indicated that they planned to attend college.[23]

In the same issue of the Chronicle of Higher Education, it was reported that the New York State Board of Regents warned the State colleges and universities that for every 100 graduates in 1973, there will be 85 in 1985, and only 69 in 1990. The college enrollment would remain stable and might increase by 2.3% above the 1973 level by 1980. However, in the 1980's there will be a drop reaching as low as 21.4% below 1973 levels by 1990.[24]

The Carnegie Commission reported that, on a national scale, there should be a declining rate of growth in the colleges in the 1970's,

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22 "Colleges Urged to Serve Elders," Information, (Spring, 1975), 7.

23 "Fewer Seniors College-Bound," The Chronicle of Higher Education, IX (November 18, 1974).

24 "Enrollment Drop Foreseen," The Chronicle of Higher Education, IX (November 18, 1974).

followed by a period of stationary enrollment in the early 1980's and a decline evident between 1982-87.[25]

Gleazer predicts that the 15-24 year old group will continue to decrease through the year 2000 if current population trends continue.[26] A special census study shows that high school students aged 14-17 totaled 16.9 million in 1974. However, by 1985 there will be only 14.4 million, with the consequences that the college age population, which was 16.1 million in 1974, will drop to 15.4 million in 1985.[27]

The prognostication of future enrollments has been based mainly on the sampling of attitudes of students who do not visualize a college education as the panacea to solve their occupational needs. The high unemployment rate among academically oriented college graduates has frightened the young people, to the extent that they are favoring career type programs. In addition, the absence of the pressure of a war-time draft situation to attend school, on a full-time basis, has provided opportunities for young people to work part-time and attend school part-time, with the knowledge that the fulfillment of their educational goals might be delayed for several years.

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25 The More Effective Use of Resources, Report by the Carnegie Commission, (New York: McGraw-Hill Book Company, June, 1972), p. 111.

26 Gleazer, Community and Junior College Journal, op cit, 6.

27 Higher Education and National Affairs, (May 2, 1975), 1.

There is a second factor to be considered. The decrease in the national birth rate in the 1960's will reduce the pool of potential students at least until the mid-eighties.[28]

Just at the time when the college boom will begin to ebb, an aged boom is looming on the horizon which can be of assistance to the community colleges seeking replacements for the number of young students who will no longer be available.

The trend towards early retirements fostered by cooperative and governmental organizations, coupled with the increase in life expectancy, brought about by more affluent living conditions, improved surgical techniques, and preventative medicinal procedures, will create a pool of people desirous of fulfilling a varied educational repertoire. Max Rafferty believed that with early retirements and better living conditions, people will be "going back to school to complete their education, stimulate their minds instead of sedating them to sleep in this massed wisdom."[29] He exhorted college presidents, deans and Boards of Trustees to wake up because

> This is where the action is going to be all through the 1980's and the '90's - not with the young but with the old. We should be assessing needs and advertising like mad. It's almost certainly going to be the aged who will keep our classrooms full and our ivied halls echoing with the joyous clamor of scholarly controversy.[30]

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[28] Kurt Wolff, The Biological, Sociological and Psychological Aspects of Aging, (Springfield, Illinois: Charles C. Thomas Company, 1959), p. 26.

[29] "Perspective: Aged Will Fill the Classrooms," The Pensacola News Journal, November 24, 1974, p. B3.

[30] Ibid.

The ability of the aged to continue to learn has been studied by many psychologists. There is general agreement that there is a slight decline in the learning rate but that it remains rather constant though other functions may slow down.[31] If there were a loss, it would be gradual, not precipitous, and any slight decline up to the age of 70 can be attributed to vision and hearing losses. There is a growing body of knowledge that indicates that the capacity to learn is one of the abilities we have that can increase with proper nourishment and that the ability to learn many new kinds of things increases with age. The elderly are equally endowed with this ability as any other age group. Longitudinal study evidence is increasingly corroborating the fact that aged do not suffer mental and physical activity deterioration, but rather that "their functioning tends to remain stable over long periods of time until just before death."[32] If the brain is kept alert and alive, mental powers will decline even more slowly.[33]

It was indicated above that two studies conducted by North Carolina State for HEW, using company executives and teachers as the

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31 "Educational Report, The Aged: Education for the Elderly," School and Society, 100 (March, 1972), 212-213.

32 Erdmann B. Palmore, "Measuring the Quality of Life Among the Elderly," Carter C. Osterbind, ed., Independent Living for Older People, (Gainesville, Florida: University of Florida Press, 1972), p. 100.

33 Samuel Wand, "What it Means to Teach Older Adults," Andrew Hendrickson, ed., op cit, p. 116.

target group, resulted in the conclusion that the decline of mental agility is probably due to inactivity rather than overwork and that they intellectually were as young as those in their 20's. According to Thorndyke, Owens and Mirzaman, learning can continue to take place if innovative, specially designed courses are offered and there is a student desire to do so.[34]

In another study, 100 men and women between the ages of 60 and 90 were judged not to have suffered any "intellectual deterioration between men and women."[35]

Kruger Smith believed that:

> The person who reaches 60, 70 or 80 in a state of reasonable health carries with him the person he was at 25, 30 or 40. The weight of responsibilities or energies or desires may have shifted, but he maintains the knowledge, feelings, desires and dislikes similar to those of the characteristics and person he was before.[36]

Longfellow in his poem "Morituri Salutamus," epitomizes the thought that there is no end to growth as long as there is life.

> It is too late! Ah, nothing is too late -
> Cato learned Greek at eighty; Sophocles
> Wrote his grand "Oedipus" and Simonides
> Bore off the prize of verse from his compeers
> When each had numbered more than fourscore years;
> And Theophrastus at fourscore and ten
> Had begun his "Characters of Men."
> Chaucer at Woodstock, with the nightingales,
> At sixty wrote the "Canterbury Tales."
> Goethe at Weimar, toiling to the last,
> Completed "Faust" when eighty years were past.

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34 Jacobs, op cit, p. 453.

35 Drake, op cit, p. 305.

36 Smith, op cit, p. 15.

What then, shall we sit idly down and say,
The night hath come; it is no longer day?
For age is opportunity no less
Than youth itself, though in another dress.
And as the evening twilight fades away,
The sky is filled with stars invisible by day.[37]

Elderly people believe that they are capable of continuing to learn and grow. A poll taken by Lou Harris for the National Council on Aging using a cross section of 1473 people under 65 and 2503 who were 65 years or older, revealed that:

> No more than 29% of the younger people think that people 65 or over are very bright and alert, but 68% of the older group feel they are very bright and alert, compared to a slightly higher 73% of younger people who rate themselves very bright and alert.[38]

Harris concluded as a result of the analysis of the data that:

> ... people 65 and over are very much alive and well. They are decidedly not prepared to view themselves as individuals who are rotting away and will soon rid society of the added load they put upon society ... They want to live better and they want to be more active and they want to contribute to society, above everything else.[39]

Older people are no different than anyone else though they may have more health and nutritional problems as they get older. Essentially, they are the same as the younger generations except that they have lived longer. Their needs are as heterogenous as in any other group of individuals reflecting the personality of each individual.

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37 Palmore, op cit, p. 15.

38 "Elderly Don't Waste Time Wallowing in Loneliness, Harris Poll," The Pensacola News Journal, June 2, 1975, p. A5.

39 Rose Sold, "Senior Citizens Reject 'Old Folks' Image," The Pensacola News Journal, November 12, 1975, p. A4.

The myth that old people are senile and unproductive needs to be dispelled. Only 4-6% of the aged are in nursing homes.[40] However, not all of the residents are senile. Another 87% of the aged live free, independent, functional lives. Only approximately 7% of those who are not institutionalized are housebound.[41] Visits to nursing homes in the Pensacola area by this writer rendered opportunities to meet residents of homes who were spunky and alert, desirous of continued activity. Many ex-teachers, nurses and professional people, who were well aware of the causes of senility, were endeavoring to insure that their entry into the beginning of the death and dying period would be delayed for many years. In one nursing home, one resident affirmed strongly, pointing down the hall to double doors, that she did not desire to go behind those doors because once behind those doors, the end of life was in sight. It was as if she would be entering Dante's door of Hell through which all who entered knew that they would have to give up all hope of leaving.

Since old age is a state of mind, there are many elderly whom this writer has met who are young at heart, alert, with abilities to cope with the burdens of life and with a desire to continue to exercise their brains, for they know that activity retards the aging process and that constant stimulation of the brain activates physiological processes which promote good health, security and stability.[42] Continuing

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40 Maust, op cit, p. 15.

41 Palmore, op cit, p. 99.

42 Jonas and Jonas, op cit, pp. 263-266.

education programs should therefore "... be oriented more towards such things as interpersonal skills, adjustment, happiness, ..."[43]

The challenge exists for the community college to assist in the prolongation of life of the elderly. Raines and Myran in an article entitled "Community College Goals for 1980," adroitly expressed the challenge that faces the community colleges.

> The community college is being challenged to move from its preoccupation with college age students to a concern for life-long learning. This concern will be expressed through serving the unique educational needs of members of constituencies who were previously given marginal attention.[44]

Raines and Myran were perhaps not thinking solely of the aged when they made the above remark. The aged, a minority group, were probably present in their minds.

There are many ways in which the colleges can assist the aged. Relaxation of admission standards, convening courses in convenient locations close to those who have no transportation, and during hours which are more convenient for the aged, granting permission to enroll or audit courses at no or little cost, offering courses of special interest to the elderly should all be implemented if at all possible. Oakton Community College in Illinois sponsors a program called Gray Matters designed to offer to senior citizens the intellectual and

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[43] Paul B. Baltes, "Intellect Decrement in Advanced Age: A Myth," A Symposium on Adult Learning Psychology: Implications for Higher Education, (Buffalo, New York: State University of New York at Buffalo, October 15, 1973), p. 62.

[44] Raines and Myran, op cit, p. 13.

social programs at the college. Senior citizens can enroll in college credit courses, mini programs and lectures at half cost.[45]

Dr. Fern Davis, President of the Northwest Florida Council on Aging, believed that older people should be given special preferences, as they are receiving from private and public organizations, to attend classes without cost, without the necessity for meeting prerequisites for a course or examinations. The elderly should be admitted to the regular classes since "the interests of the elderly are not any different than those of the young." She viewed classes on campus that are organized strictly for the elderly as being "plain segregation of the aged."[46]

Closer relationships with nursing homes, hospitals and other private and governmental agencies should be developed to insure that trained manpower will be available to satisfy the gerontological needs of the aged. Investigation of funding sources in the public and private sector should be initiated so that the problems associated with developing new programs or absorbing new enrollees at little or no cost will be mitigated by the availability of additional funds.

The community colleges have an unparalled challenge to satisfy these new demands placed on them by a large segment of the population that has been overlooked for too long a period.

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45 "Gray Matters," Community and Junior College Journal, 45 (May, 1975), 53.

46 Statement by Dr. Fannie Fern Davis, in a personal interview, Pensacola, Florida, November 24, 1975.

Recommendations and Future Research Projects

1. The implementation of this educational support plan in its entirety by the college faculty and staff would be the foremost recommendation that could be made. The fact that many individual recommendations have already been implemented presages early implementation of the remainder of the recommendations since their formulation was accomplished with the participation and cooperation of faculty and staff.

2. However, the support for the educational needs of the aged should not cease at this point. There are community leaders who are rapidly becoming aware of the potential of Pensacola Junior College to provide for the individual educational needs of older persons and to develop the manpower programs to train the personnel involved in service-rendering programs associated with the amelioration of the needs of older citizens. There is a definite capability within the college to expand on the programs recommended in this paper with the possibility of outreaching the projects to community centers located near population pockets. The Geriatric Information Program developed for the Council on Aging and the Geriatric In-Service Training Program developed for the Baycrest Nursing Home, are prototypes of the type of service that Pensacola Junior College can provide to insure that the individual needs as well as the manpower needs are served.

3. However, Pensacola Junior College need not try to do it alone. Consortium arrangements with the recently established Baptist Hospital Care Foundation, The University of West Florida, other Florida community colleges and universities, and the community school systems would insure the establishment of a greater number of programs.

Funding for new programs, which is difficult to obtain at local governmental levels, would be facilitated through consortium arrangements with public and private institutions since federal and state proposals reviewers favor involvement of a broad spectrum of community organizations.

Contacts with the Pensacola area Chamber of Commerce, the Escambia Council on Aging, the Community Health Center, and the Education Research Development Center at the University of West Florida, which already have capabilities to assist in the educational research projects, would be valuable. There are always civic organizations searching for project affiliations. The Young Women's League, the Junior Chamber of Commerce groups, which are very active in humanistic projects, have outstanding talents abounding in their organizations ready to be tapped. Psychology and sociology majors at Pensacola Junior College and the University of West Florida, as well as the service clubs at both institutions, could also organize into a sizeable volunteer force which could be utilized on an ad-hoc basis.

4. Lack of time precluded a study of the educational and training needs of the aged who are under the care of the Community Health Center. There is no doubt, in the opinion of the writer, that the college and other educational institutions and agencies can develop recreational, informational and therapeutic type programs which can be of assistance to the mentally disturbed senior citizens.

5. The assessment of educational needs now being conducted by the Circle K Club, under the guidance of the writer, will be most valuable in identifying the education and training needs of the elderly.

Its scope will be limited since the students must complete the project by May, 1976 when the spring semester terminates. The target groups will be confined to the elderly in nursing homes and those who belong to retired organizations. The completion of such a study by the students will be most valuable since it will establish a base on which to expand the assessment of the needs of the indigent rural and inner city residents.

6. The subject of "Death and Dying" recently has been given national publicity, especially as it relates to the desires of a dying individual to pass away in a dignified manner. Frequent workshops on this subject should be offered so that our citizenry, young and old alike, will be prepared to accept the inevitability of death and the procedures to be taken to prepare for its eventuality in a dignified and noble manner.

7. The nursing home is mainly an American product which was created as the result of the advent of the nuclear family concept now so prevalent in this country. The extended family concept, which is so integrated in the culture of the European and Asiatic families, does not provide for the release of the elderly to institutional care. One only need to review the number of Indo-China refugees who insured that the grandparents or elderly parents of a family were not left behind.

The affluency of American families and the subsidization of a major portion of the cost of institutionalizing the elderly in nursing homes by the governmental agencies, have helped proliferate the establishment of the many nursing homes. The future ability of families to support the increasing escalating costs of nursing home care is

questionable, since the American standard of living has levelled off and there is evidence that the future possibly portends a downward economic trend. It is also questionable whether the government will be able to continue to subsidize the nursing home care as the number of aged increase at the expected high percentage rate. The state and national budgets are being strained so much that reductions in support levels may well be the first to be recommended in the budget trimming process. Senator Graham of Florida informed a legislative panel that by the year 2000 there will be one worker for every retired in Florida, compared to a one to three ratio at present and a one to six ratio a few years ago. One can imagine the staggering burden on the Florida budget in the ensuing years.[47] This fact should alert individuals to the possible reversion toward the care of the elderly by their families.

The writer believes that such a day will arrive sooner than most believe with the result that families will not be prepared to accept the responsibility to take care of aging parents and grandparents. Attitudinal changes will have to occur if the elderly are to be cared for properly by their immediate family. The psychological, physiological and biological needs of the elderly would have to be understood by the family members if a household is to function happily. An extensive geriatric indoctrination and information program is recommended for establishment at an early date to prepare families to assume an

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[47] "Retired Population Growing Tax Burden," The Pensacola News, December 15, 1975, p. B7.

additional domestic responsibility for which many are not prepared to accept at this time.

8. A geriatric in-service program similar to that developed for the Baycrest Nursing Home to help create more positive attitudes toward the patients should be conducted at the other nursing homes, not only to improve the capability of the personnel to care for the aged, but also to have available a greater sample of geriatric personnel to conduct an in-depth study. The variables such as age, sex, special geriatric nursing training received, length of time spent caring for elderly patients, and previous experience in dealing with older citizens should be considered in the structuring of the research study.

9. The College has advisory committees composed of local citizens who represent the major careers and professions in this community. Their advice to the College has been invaluable since the College is apprised of the latest requirements in the community. The elderly also require representation to insure that their needs are met. Accordingly, the formation of a Senior Citizens Advisory Committee should be considered by the College at an early date.

10. The recommendations made in this study should also be implemented by the Milton Center Campus of Pensacola Junior College and at the Pensacola Junior College West Campus, which is expected to open in 1977, as the facilities and resources become available.

Needless to say, this MARP has generated enough additional program recommendations which, if pursued by individuals or research groups, will occupy their energies for months and years to come. The satisfaction of providing a humanistic service to the community should

provide the incentive to this writer and others to delve into the recommendations so that they may all become a reality in the near future.

Conclusion

The percentage of the United States population 65 years or older has doubled in 75 years. In 1900 there were only 3,000,000 Americans age 65 or older. If present death rates hold, there will be an increase among the elderly to over 30,000,000 by the end of the century. The life expectancy of a child born in 1900 was 47, while one born in 1973 could expect to live an average of 71 years. A male who reaches 65 can expect to live 13 more years, while women do better with a life expectancy of 17 more years. It certainly appears that the elderly are here to stay and greater in number, at least for the remainder of this century.[48]

The slow but successful fight against cancer and cardiovascular diseases and better immunology and surgical techniques will combine to guarantee that the mortality rate will decrease among the aged. Proper housing, nutrition and medical care, the traditional survival needs, still concern many but they are not as critical since private pension plans and more liberal social security benefits have reduced significantly the number of indigent. More people are able to enjoy some of the fruits of the harvest years. Enjoyment of leisure time activities is one of the benefits.

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[48] Facts About Older Americans, op cit, p. 6.

Years ago few worried about leisure time activities since most people who reached 65 were physically exhausted or still had to work in order to live. With retirements coming earlier in life and the life span widening, there are new opportunities for the elderly to investigate how to continue to be active and productive. Involvement in hobbies, travel, reading and watching television all occupy a good deal of the free time of many of the elderly. Involvement in educational and training pursuits have received less attention than desirable. The senior citizens are not entirely at fault for not returning to school. Colleges, until very recently, have not provided the publicity or have outreached to them to attract them to enroll. Few incentives such as waiving prerequisite requirements, reduction or elimination of tuition and fees have been granted to the elderly. The result has been a poor track record such as the one at Pensacola Junior College where only 105 senior citizen students were enrolled in the 1974-75 school year. There are many of the 21,000 retirees who live in the Pensacola area who might be willing to return to school if they were sought out. The heterogenous nature of the educational requirements would not crowd any course or program since there will be those who require basic communication and mathematical skill training; others who would enroll in college credit courses; others who would enjoy cultural enrichment and informational programs; and still others who would want to learn a vocational skill for self-employment or to enter another career. There is no doubt about the abilities of the aged to learn. Longitudinal studies have proved many times that the learning

curve declines only slightly over the years and that their motivations are as high as those of any other comparable group.

With the advent of the Action type program, there is an increasing requirement to train more manpower to render services to the aged who are less fortunate. The senior citizens have already made their mark in such programs as RSVP, Companion-Aide and Foster Grandparents. It is a shame that there are so many alert elderly people eager to volunteer their services or to work at minimum wages, who are not aware of how they can use their leisure time to assist those less fortunate than they. All they need is some training so that they may act either as paraprofessionals or as aides.

The writer normally does not read Ann Landers' column. However, a headline attracted his attention. The article, which related the advice of one reader to another about getting old, is very pertinent. The article declared that:

> The secret of a happy life is to be useful. Get a part-time job. Develop a hobby. Do volunteer work in a hospital, nursing home or a place that helps delinquent or handicapped children. Age represents knowledge and experience. The world needs you ...[49]

Since 1970 there has been a determined effort on the part of community colleges to recognize that the aged are part of their citizenry whose needs require attention just as any other group of people. The community colleges with their comprehensive programs are the most viable educational institution capable of exerting a leadership role to serve the senior citizenry. The active cooperation of the community

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[49] Ann Landers, "Useful Old Age - It's Beautiful," The Pensacola News Journal, December 6, 1975.

schools and universities certainly should be sought to complement the services that the community colleges offer, even though the universities are not normally oriented to the educational needs of a specific community group. Of course, there are community colleges that are equally not oriented. In the latter case it would be the philosophy of the administration and not the philosophy of the community college, which by charter, has the responsibility to serve all segments of the population.

The senior power, which is accumulating as retired associations expand their memberships, will be noticed more and more by the politicians, government agencies and educational institutions. The "now" group of elderly is smart, alert, active and knowledgeable of its rights and privileges. It would be advisable for the community colleges to initiate actions, rather than to be pressured into acceeding to their future demands for special consideration.

Actually, it is in the interests of educational institutions to become more involved with the aged, not only for humanistic reasons but also for economic reasons, since the college freshman pool, in the next 15 years, will drop 23.8% from 4.22 to 3.21 million students as the high school graduates decline 22.3% from 3.16 million to 2.4 million. First-time enrollments during this 15-year trend are also expected to drop off 17.8% from 1.87 million to 1.54 million. Between 1974-1978, two-year college enrollments are expected to increase 6% and then decline 12% between 1978-1988.[50] During this period of declining enrollments,

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[50] "22 Percent Decline Coming in College Enrollment Base," Backgrounder: 75-01 (Boulder, Colorado: Education and Economic System, November, 1975), pp. 2-10.

colleges will need to enroll every possible student if the colleges are to operate at maximum efficiency. The ever increasing number of the elderly in the community will help fill the void if an effort is made to attract them to enroll in college programs.

In conclusion, there is no doubt that the older people are here to stay in ever increasing numbers, desirous of extending their lives not only in years but also of improving the quality of life and satisfying the new goals and hopes so that they will be capable of being more independent in their remaining years. As a group, they have the ability, capability and motivation to accept new challenges. The community college is the most qualified educational institution to assist the elderly meet their educational needs.

If the colleges were to accept the challenge, the mature sagacious "yolsters" will continue to be of benefit to our society. If the colleges do not accept the challenge, "yolsters" will become truly aged before their time, resulting in a social welfare and financial burden on the communities. The choice is whether the aged should be relegated to a non-productive rocking chair status and the attendant problems associated with that state of being, or a group of people with a sense of dignity and worth who will require a minimum expenditure of the resources and attention of the community. Really, there is no choice!

Chapter XII

IMPLICATIONS AND SIGNIFICANCES

There is no single institution in the Pensacola area that has assumed the mission and has the capability to associate itself with the fastest growing segment of the American population. Up to this point, no institution has taken a major effort to take care of the educational needs of the elderly. Failure to comprehend their problems, desires, interests and needs may well account for the difference and passivity toward them. For the first time, there will be an advocate on the staff of Pensacola Junior College who has the background and the fervency to lend support to the educational requirements of the senior citizens. In fact, the writer just recently was appointed as the College Coordinator of educational programs for the aged.

As a result of this MARP, Pensacola Junior College and, for that matter, other community colleges will have available a comprehensive educational support plan which can be implemented as personnel resources, finances, facilities and time permit. The usual research required before any new policy or programs can be implemented will either be eliminated or reduced since much of the work has been completed.

The geriatric information program developed for the Escambia County Council on Aging at the Congregate Meals Center and the geriatric

in-service program developed for the Baycrest Nursing Home have already had an effect on the cognitive and affective capabilities of the participants in the program. These programs, which have been recorded on video and audio tape, will be utilized at other nursing homes and centers with equal effectiveness.

One of the objectives of the Nova Program is to effect change in the institution. This MARP has already precipitated change as witnessed by the implementation of so many of the recommendations suggested in the chapters on Pre-Retirement Education, Continuing Education, Manpower Training for the Aged, Community Services, and Library Services. Had the support plan been designed in isolation, without the participation and cooperation and acceptance by the cognizant faculty and staff, the degree of success for the implementation of all or any part of the plan, would have been questionable. The contacts with the faculty and staff have already increased their sensitivity to the needs of the aged. In the future, their predisposition and empathy for the elderly as a result of the various contacts with them, will pay off in dividends much more rapidly than ever could have been anticipated. The President of Pensacola Junior College has been apprised of the nature of this study which he indicated was very worthwhile. His recognition of the need to assist the elderly was certainly very favorable.[51]

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[51] Harrison Interview, op cit.

The writer has been invited to serve on the Baptist Hospital Health Care Foundation which will sponsor and develop the geriatric village discussed above as well as the Pre-Retirement Counseling Seminar Faculty of the same organization, with the result that Pensacola Junior College is being considered as a major educational institution capable of serving the educational needs of the elderly who reside in the Pensacola area.

Project E&P, in essence, has elevated Pensacola Junior College as the expert institution in the Pensacola area concerning the educational needs of the aged and brings it closer to fulfilling its mission as a community college which is to serve the needs of all segments of the population.

Chapter XIII

SPECIAL STATEMENTS

The Educational Support Plan, which is developmental in nature, is a blueprint of educational requirements. Many of its recommendations have been implemented, others will be implemented in the future. However, the fact that the faculty and staff have already effected many of the recommendations and have agreed to suggest other actions would seem to attest to the viability and efficacy of such recommendations. Letters received from the benefactors of the training and education also have served as useful evaluative tools.

The evaluations of the Geriatric Information program conducted at the Congregate Meals Center and the Geriatric In-Service program conducted at the Baycrest Nursing Home to assist geriatric aides and nursing personnel to perform more effectively have been included in Appendix B and C, respectively. Only the lack of time precluded conducting and evaluating programs at all of the centers or nursing homes.

These two programs, which can be presented at the other congregate centers and nursing homes without major modification, are of sufficient scope that they can be used as models by the Escambia Council on Aging and the various nursing home in-service directors in the

development of more comprehensive training programs. In addition, they have served as examples of the type of individual and manpower educational programs that Pensacola Junior College can provide for the community agencies involved in the care of the aged.

APPENDIX A

APPENDIX A

SELECTED FEDERAL PROGRAMS APPLYING TO AGING

PROGRAM CATEGORY	FEDERAL ADMINISTRATION	STATE/LOCAL ADMINISTRATION	AUTHORITY LEGISLATION	DETAILS
Planning Services				
Planning and Coordination of Services	Administration on Aging	State Agency on Aging and Area Agency on Aging	Older Americans Comprehensive Services Amendments of 1973 (OACSA), Title III	Planning, survey of needs, and coordination of social services including information and referral, escort, recreation, outreach, homemaker, home chore, telephone reassurance, day-care, transportation, legal aid, and health programs.
Employment of Elderly				
Manpower Services	Department of Labor	Local Prime Sponsor	Comprehensive Employment and Training Act of 1973 (CETA), Title I	Provides services to unemployed: guidance, referral, training, allowance to trainees, job development.
Retraining for Public Service	Department of Labor	Local Prime Sponsor	CETA, Title II	Training and employment related to public service positions.

SELECTED FEDERAL PROGRAMS APPLYING TO AGING

PROGRAM CATEGORY	FEDERAL ADMINISTRATION	STATE/LOCAL ADMINISTRATION	AUTHORITY LEGISLATION	DETAILS
Vocational Education	Office of Education	State Vocational Education Agency	Vocational Education Amendments of 1968, (VEA), Title I	Development of training programs in vocational education including upgrading of skills.
Employment Opportunities	Department of Labor	State Employment Service	OACSA, Title IX	Part-time employment in community service for low income elderly.
Volunteer Programs for Elderly				
Senior Companion Program	ACTION		Domestic Volunteer Service Act of 1973 (DVSA), Title II	Engage low income elderly persons with limited compensation to give support services to adults with exceptional needs.
Retired Senior Volunteer Program	ACTION		DVSA, Title II	Development of volunteer programs to provide a wide variety of community volunteer service opportunities for the elderly.
Foster Grandparents Program	ACTION		DVSA, Title II	Programs of person-to-person contact between socially isolated elderly persons and children having special needs.

SELECTED FEDERAL PROGRAMS APPLYING TO AGING

PROGRAM CATEGORY	FEDERAL ADMINISTRATION	STATE/LOCAL ADMINISTRATION	AUTHORITY LEGISLATION	DETAILS
Service Corps of Retired Executives	ACTION/ Small Business Administration		DVSA, Title III	Retired Executives of businesses, trade associations, and professions offer expertise to small businesses.
Nutritional Services				
Congregate Meals	Administration on Aging	State Agency on Aging and Area Agency on Aging	OACSA, Title VII	Serving of meals to groups of socially isolated elderly persons, including supportive services such as information and referral, escort, recreation, outreach, and transportation.
Nutrition Education	Administration on Aging	State Agency on Aging and Area Agency on Aging	OACSA, Title VII	Included in congregate meals programs as a supportive service.
Consumer Education	Office of Education	State Vocational Education Agency	VEA, Title I, Part F	Development of education programs for consumers.
Education of Elderly				
Educational Services including Continuing Education	Office of Education	State Post-Secondary Education Agency	Higher Education Act of 1965 (HEA), Title I, Part A	Support for community service and continuing education programs to meet the needs of the elderly such as retirement education.

SELECTED FEDERAL PROGRAMS APPLYING TO AGING

PROGRAM CATEGORY	FEDERAL ADMINISTRATION	STATE/LOCAL ADMINISTRATION	AUTHORITY LEGISLATION	DETAILS
Basic Educational Opportunity Grants	Office of Education	State Post-Secondary Education Agency	Education Amendments of 1972 (EA), Title IV, Part A	Scholarships for pursuit of educational objectives.
Cultural Enrichment	Administration on Aging	State Agency on Aging and Area Agency on Aging	OACSA, Title III	As part of coordinated service program for elderly.
Consumer Guidance	Office of Education	State Vocational Education Agency	VEA, Title I, Part F	Development of curricula and educational programs for informing the public as to the role of consumers.
Training Personnel				
Paraprofessional and Professional Manpower Development	Department of Labor	Local Prime Sponsor	CETA, Title I	Comprehensive manpower development to meet community needs.
	U. S. Civil Service Commission	State Department of Personnel	Intergovernmental Personnel Act of 1970	Training of technical employees of state and local governments.
	Office of Education	State Vocational Education Agency	VEA, Title I, Parts B, D, I	Training of paraprofessional and technical manpower, including curriculum development.

SELECTED FEDERAL PROGRAMS APPLYING TO AGING

PROGRAM CATEGORY	FEDERAL ADMINISTRATION	STATE/LOCAL ADMINISTRATION	AUTHORITY LEGISLATION	DETAILS
	Office of Education	State Education Agency	Adult Education Act, Title III	Community Service programs designed to assist in the solution of community problems.
Training of Senior Companions	ACTION		DVSA, Title II	Training of elderly poor to work as companions for other elderly.
Training of Service Personnel such as Homemakers, Nursing Home Aides, Nutrition Workers, Geriatric Aides, Day-Care Aides, Volunteers, and Aging Agency Personnel	Administration on Aging	State Agency on Aging and Area Agency on Aging	OACSA, Title IV	Training of personnel to strengthen delivery of services to the elderly.
Comprehensive Services				
Day-Care, Legal aid, Consumer Education, Medical Services, Senior Companion, Referral, Escort, Transportation, Recreation, and Outreach	Administration on Aging	State Agency on Aging and Area Agency on Aging	OACSA, Title III; Social Security Act, Title XIX	A comprehensive range of services may be provided to elderly under contract with state and/or area agencies on aging.

APPENDIX B

Appendix B

GERIATRIC INFORMATION SERIES

Background

In November 1974, the writer discussed with the Escambia County Director of the Council on Aging the possibility of Pensacola Junior College assisting the Council on Aging to develop a Geriatric Information Series which would be presented at the Congregate Meals Centers. No action was taken since shortly thereafter the Director of the Council on Aging resigned. Discussions were reopened with the new Director during the summer to determine whether the requirement still existed.

The Congregate Meals Centers in the Pensacola area are under the sponsorship of the Escambia County Council on Aging, which operates the feeding centers. Financial assistance is provided by the federal government. Noon meals are served to approximately 235 elderly citizens, five days weekly at seven centers located at the following locations: First Presbyterian Church, Allen A.M.E. Chapel, Davisville Community Club, Williams Branch Library, Baars St. Methodist Church, Westwood Center, and the Y.M.C.A.

The Council on Aging provides bus transportation for twenty people. Approximately 75 persons drive themselves to the Centers, the remainder are transported by friends or volunteers from various church

and civic groups. The meal centers are open from 10 a.m. to 2 p.m. so that people may be able to socialize. Some of the participants, however, arrive in time for lunch and leave shortly thereafter.

The Community Center Supervisor for the Council on Aging indicated that he would prefer that the persons who eat their meals at the Centers would arrive earlier and stay later. He realized, however, that there was little to attract them to stay. The lack of time and money precluded the development of a long-range educational or informational program, which he agreed would probably encourage the elderly to come earlier and stay later. He had organized picnics, dances, outings, senior citizen days, and handicraft work sessions with a bicentennial theme. These programs have been enjoyed by all, but have been interspersed too infrequently throughout the calendar year. He was most interested in any assistance he could obtain to develop an educational program for the meals program which would serve as a model for future programs.[1]

Program

The Geriatric Information Series was designed to demonstrate one way in which Pensacola Junior College could assist the elderly to develop their individual capabilities and capacities to lead a more independent and qualitative life.

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[1] Statement by Tom Sidebottom in a personal interview, Pensacola, Florida, July 28, 1975.

> Thus if education is to be relevant for the unique situation of the older person and moreover, if it is to be effective, it must without compromise deal with the multiple impact of change inherent in the life stage which older people occupy.[2]

Group activity generally aids personal adjustment and happiness. One study indicated that the aged who attended day centers reduced their hospital visits 50-70% "after attending the center when compared with a similar period before joining the center."[3] The Congregate Meals Centers offer a similar opportunity to aid in improving the quality of life of the elderly. Some of the participants in the program certainly stressed in conversations with the writer the importance of the socialization opportunities offered by the Centers to their health and desire to keep living.

With these thoughts in mind, the writer decided to develop a Geriatric Information Program with the cooperation of the Director of the Council on Aging. Meetings were held with the Director of the Council on Aging and the Program Director to arrive at the details of such a plan. In December 1975, arrangements were finalized to present a series of short talks on January 5, 9, 12, 13 and 14, 1976, at the Westwood Center. The subject matter for the informative series was taken from the A Better Retirement Book Series prepared jointly by the American Association of Retired Persons and the National Retired Teachers Association. This series is comprised of the "Food Guide," "Health Guide,"

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[2] McCluskey, "Improving Education for Older Adults," op cit, p. 2.

[3] Burgess, "Participation Through Organization," op cit, p. 303.

"Widowhood Guide," "Psychology Guide," "Moving Guide," "Job Guide," "Money Guide," "Pet Guide," "Housing Guide," "Legal Guide," "Safety Guide," "Hobby Guide," "Consumer Guide," and "Anti-Crime Guide." Highlights of each pamphlet were printed and distributed to each participant to take home. Copies of the handout sheets are included at the end of this Appendix.

The Director of the Council on Aging stated that the last six guides mentioned above would be of greatest interest and benefit to the elderly students.[4]

The writer visited the Westwood Center on December 29 and 30, 1975, to discuss the specific arrangements with the Center Director, who indicated that the most appropriate time to present the talks was at 11:30, just prior to the noon meal when most participants would be in attendance.[5]

The two planning visitations also provided an opportunity to meet the participants, to ascertain their attitudes toward the program, and to discuss the contents of the program in order to insure that there would be a cordial reception for the program when it was presented. Short individual and group visits with the participants during the warm-up periods elicited comments about the program such as, "We are never too old to learn;" "We will be interested in what you have to say;"

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[4] Statement by John B. Clark, in a personal interview, Pensacola, Florida, December 16, 1975.

[5] Statement by Norman Vetter, in a personal interview, Pensacola, Florida, December 29, 1975.

"GREAT!" "We get bored playing dominos every day;" "Always willing to learn something new;" "I look forward to speeches - they break the monotony;" "I am young at heart, I always can learn something new;" and "It will be a shot in the arm - good idea."

The programs were taped so that participants at the other centers could also benefit from the talks. It was realized that the talks would be more effective if the speaker were present. However, it would be too demanding to request a speaker to present the same program at seven different times and at seven locations.

A senior citizen center large enough to feed all of the participants would certainly attract many more volunteer speakers. The need for a senior citizen center was discussed with the Center Program Director who stated that representations had been made to the City and County governmental officials for the establishment of a senior citizen center. An old building was offered to the Council on Aging. The cost to repair it would have been too prohibitive. Neither did its location in the inner city enhance its attractiveness as a site. The Council on Aging is continuing to pursue the quest for funds through federal sources for a multi-purpose center which would be large enough to permit presentations to other senior citizens groups at any time during the day.[6]

Evaluation

The talks were well received by the group of 30 participants who ranged from 60 to 91 years of age. Many questions were asked during and

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[6] Sidebottom Interview, op cit.

after the presentations. Many of the participants indicated that as a result of the talks, they had taken action to have a will drawn up or modified to reflect their latest thinking; to investigate estate planning; correct safety hazards in their home; and to become involved in more hobbies and educational programs.

All of these actions on the part of the participants were attributed to the lecture series. Statements made by the participants at the last session included: "You are reaching some of the ones who need the information," "You did a good job," "It was very educative," "It was a most interesting program," "We may know some of the information you have given us, but we need to be reminded," "Some of the ones who complain, sit back and do nothing, are appreciating your talks," "We would like to have some other people come to talk to us, too," "I enjoyed receiving the handouts to take home to read and review what you told us," "We should have other programs like this in the future," "This type of program breaks up the monotony of doing the same thing each day," "We should do this more often."

The Director of the Council on Aging indicated his appreciation for and stressed the value of the program in a letter sent to the writer, included as part of this Appendix. Since these talks were received so well, he has asked that the writer volunteer his time to give similar talks at the other six centers. He has agreed to do this after this paper is completed.

It is evident that informational programs presented to the elderly are needed and desired. The program which was presented at the

Westwood Center can certainly serve as a model for both on-campus and off-campus presentations.

As an adjunct to this project, an Educuational Interest Questionnaire, which is attached at the end of this Appendix, prepared by the writer was distributed by the Escambia Council on Aging at the various Congregate Meals Centers to identify educational interests and needs which could be used in planning programs at the Centers.

Sixty-four participants of a possible 235 persons completed forms; however, five forms were discarded since they were so incomplete that they served no value whatsoever. The ages of the 59 ranged from 60 to 94 years of age. The age and the educational levels achieved by the participants is charted below:

Age	0 Years	8 Years	12 Years	14 Years	16 Years
60-69	3	13	13	2	2
70-79	6	7	6		4
80-89	1	1			
90-99	1				
Total	11	21	19	2	6

Interest in high school courses ranged from spelling to math and English, though the predominant interest was in mathematics and English. Not many expressed interest in college courses; however, those who did respond indicated an interest in astronomy, history, math and language courses. The predominant interest was in the geriatric information courses or non-credit type courses. All of the geriatric information courses were designated as being of interest. The Medicare and the Social Security information sessions were the most popular of the geriatric information courses, followed by Defensive Driving, Psychology of Aging, Retirement or Estate Planning.

In the non-credit course section of the questionnaire, the main interests centered on gardening, lawn care, flower arranging, crocheting, needlepoint, leather and wood crafts.

Only 28 of the 59 people answered the question as to whether they would be interested in credit, non-credit or plain fun courses. Tabulation of the responses follows:

Age	Credit	Non-Credit	Plain Fun
60-69	1	4	10
70-79	3		8
80-89	1		
90-99			1
Total	5	4	19

It is not surprising that the tabulations demonstrated the predominant interest of the Meals Center population sample to be in geriatric information and fun type programs, non-credit type programs since people, especially the elderly, who have had few educational opportunities will tend to stay away from formal courses of study. Lack of transportation and lack of money to pay for the courses, coupled with the fear of possible failure, militate against enrollments in credit type courses. This factor should not be construed in a negative manner, however. It is important to recognize, instead, that these elderly have indicated educational preferences which should be fulfilled. The educational survey, which has been summarized for the Escambia Council on Aging, does provide sufficient information which can be used to develop a continuing education program at the Congregate Meals Centers. The interest and dedication of the Director of the Escambia Council on Aging leave no doubt that the information will be used to improve the quality of life for his group of "yolaters."

Escambia County Council on Aging

JOHN B. CLARK
Executive Director

24 West Chase Street
P. O. Box 664
Pensacola, Florida 32593
434-0621

January 12, 1976

Mr. G.B. Tamburello
c/o Pensacola Junior College
1000 College Blvd.
Pensacola, Fl., 32504

Dear Mr. Tamburello:

I want to take this opportunity to sincerely thank you for your recent presentations at our senior citizens sites. Your presentations on health, safety, legal matters, etc. were not only well received by the participants, but were extremely informative. Both the site managers and several participants commented on how much they liked (and learned from) your presentations.

Although we try to offer a variety of activities at our sites, our participants sometime become bogged down in a repetitive schedule. Your presence not only, provided for a change, but was most useful. I sincerely hope that you would consider presenting your program at all of our sites in Escambia County.

Sincerely,

John B. Clark
Executive Director

BONNIA FOWLER, Director
Meals On Wheels

ETHEL COOK
Transportation Director

JUDITH LAIL, Director
Homemakers Service

THOM SIDEBOTTOM
Community Center Supervisor

SERGE E. UFBRETON, Director
Congregate Meals

LEISURE TIME ACTIVITIES

1. Retirees have 80-90 hours of leisure. Most important area in retirement is wise use of time.

2. Good health, income, good housing may not give happiness unless time used properly.

3. People who stay young despite years do so through active interest and participation. "He who lives by killing time, ends up being killed by time." - Russian Proverb

4. Other than working, learning hobbies can occupy a great deal of time profitably.

5. People are over the hill at 25-30. Learning can take place until at least 80.

6. Intelligence and learning curve drop off very slowly.

7. When it drops off sharply, death is near.

8. What are hobbies that can be enjoyed that do not cost much money:

    a. Leathercraft
    b. Quilting - macrame
    c. Seeds to decorate boxes, mirror frames and lamps
    d. Decorate with used stamps
    e. Sculpture with styrofoam
    f. Make sachets
    g. Tole - painting on tin ware
    h. Collect shells - large shells make good candy dishes
    i. Tape recording
    j. Bird watching
    k. Tint bottles
    l. Pottery making
    m. Marbles
    n. Indoor plants

Ideas can be obtained from Craft Horizons, 16 E. 52nd Street, New York, New York 10022, and Decorating and Craft Ideas, Box C-30, Birmingham, Alabama 35201.

PSYCHOLOGY OF AGING

1. Aging occurs faster when there is no exercise of the body and the brain.

2. Mental functions go beyond 80. Hardening of the arteries slow down responses. Impulses of the nervous system slow down to 110 miles per hour from 140 miles.

3. Brain power may depend more on efficiency of the heart/lung system than chronological age.

4. Bad memory does not belong only to the elderly. Children forget, too.

5. Forgetting is often symbolic of no interest.

6. Memory and intelligence have no relationship. Morons can memorize pages of a telephone book but can't make a telephone call.

7. Happiness goes together usually with social interaction.

8. Happiness goes together with desire to do something. Desire is motivation and motivation is life itself. Age makes no difference.

9. Boredom or doing nothing takes away the desire.

10. Ways to avoid disengagement from life:

    a. Keep within a circle of friends - old and new.
    b. Believe in yourself.
    c. Don't dwell on the past. Pull the shade down on the past and look through the porthole of the future.
    d. Think young.
    e. Join clubs - Retired - Bridge Clubs.
    f. Take courses
        1. Community Schools
        2. Pensacola Junior College
        3. The University of West Florida

General MacArthur believed that "youth is not entirely a time of life; it's a state of mind. Nobody grows old merely by living a number of years. Years may wrinkle the skin, but to give up interest wrinkles the soul. You are as young as your faith, as old as your doubt; as young as your hope, as old as your despair. When the wires are down and your heart is covered with the snow of pessimism and the ice of cynicism, then - and only then - are you old."

ANTI-CRIME ACTIONS

When Walking

1. Walk next to the street.
2. Don't walk at night.
3. Leave pocketbook at home.
4. Have key ready when go into the house.

In Stores

1. Don't show lots of money.
2. Don't put pocketbook in shopping cart.
3. Close pocketbook as soon as take money out.
4. Keep pocketbook close to the body between body and packages.
5. Don't talk to strangers. If you do, be aware of what is going on.

In Car

1. Keep car doors locked and windows up as much as you can.
2. If car follows you, blow horn and drive into gasoline station or where there is a crowd.
3. Drive on well lighted streets.
4. Avoid high crime areas.
5. Never put pocketbook on the seat of the car when driving. Put it on the floor.
6. Don't pick up hitchhikers.
7. When you arrive home, keep on headlights until you get into the house.
8. If breakdown, go off the road far enough, put handkerchief on antenna and open hood, lock doors.
9. Don't leave car and go off with strangers who want to help. Ask him to get help.
10. Don't help stalled car. Report it at next stop.

Car Theft - One Million Cars Stolen Each Year

1. Don't leave key in ignition - even in your driveway.
2. Most cars are stolen not by professionals; opportunity is usually the reason.
3. Don't leave car running with key in it.

Anti-Crime Actions (Cont.)

House

1. Don't open door to strangers.
2. At night, draw blinds early - people can easily see you from outside.
3. Hang up on people who call you who do not identify themselves.
4. If you are robbed, don't resist - let them take what they want. Keep your eyes open to give descriptions to the police.
5. Always lock house when you leave, including garage door.
6. Half of the break-ins involve victims 60 and over.

Burglars are Usually

1. Young - less than 30 years of age.
2. Not interested in attacking.
3. Amateurs.
4. There are some rapists, drug addicts and mentally disturbed.

They enter through doors, windows and air-conditioners, mostly when you are out.

Discourage Burglars

1. Put on lights inside and out.
2. Have automatic devices.
3. Leave radio on.
4. Don't put name on set of keys.
5. Install grills on windows.
6. Use bar on sliding doors.
7. Operation identification.

LEGAL ASPECTS OF RETIREMENT

1. A layman who insists on handling his own legal problems has a fool for a client.

2. Lawyers are a necessary evil. In our system ignorance is no excuse. Expert lawyers can keep you from getting into trouble.

3. Why use a lawyer?

   a. To tell you what your legal rights and obligations are.
   b. To prepare wills.
   c. To plan estates.
   d. Review contracts you are about to sign for purchase or rental of a house, repair of house, financial payments, family financial arrangements, claims for retirement benefits.
   e. Look after things that friends or families can not.

4. What kind of lawyer?

   a. Family lawyer
   b. Specialized lawyer - real estate, tax, corporation, criminal law, bankruptcy

5. How to obtain a lawyer

   a. Through family friend or banker
   b. Call Referral Lawyer Service
   c. Go to Library and obtain Martindale-Hubbell Law Directory, Best's Recommended Insurance Attorneys, Sullivan's Probate Directory
   d. Legal Aid Society - if unable to pay

6. When to Choose a Lawyer --- NOW!!

7. <u>Wills</u>

   a. Don't do yourself
   b. Get 3 to 4 witnesses - not family members
   c. It can not be verbal

8. Estates - See a lawyer and banker

9. <u>Fees</u>

   a. Flat fee
   b. Based on outcome of the case
   c. Percentage of estate or property or award by juries

WHAT ARE YOUR CHANCES OF AN ACCIDENT?

	YES	NO
1. Are you always alert for tripping hazards (scatter rugs, improperly maintained floors, etc.)?	___	___
2. Do you light the way ahead of you into rooms and onto stairways?	___	___
3. Do all stairs have handrails on both sides, and are they secure?	___	___
4. Are there grab bars for bathtub and/or shower?	___	___
5. Are rugs anchored, worn carpeting or tiles replaced?	___	___
6. Are stairs, halls and exits free from clutter?	___	___
7. Is furniture placed so it does not block normal walking areas?	___	___
8. Are non-slip mats or adhesive strips placed in tub and/or shower?	___	___
9. Are there lights located over the range and sink?	___	___
10. Have you made sure that there are no combustibles located near heating equipment?	___	___
11. In case of fire, do you have an alternative emergency exit plan?	___	___
12. Are medicines clearly labeled for external or internal use?	___	___
13. Are cleaning agents and food stored separately?	___	___
14. Do you know the rules of the road, and do you observe them?	___	___
15. Are you physically fit to drive?	___	___

COUNCIL ON AGING/PENSACOLA JUNIOR COLLEGE
EDUCATIONAL INTEREST QUESTIONNAIRE

Oliver Wendell Holmes stated that "to live is to function, to stop functioning is to stop living." Participation in continuing education programs is one way of continuing to live.

The Council on Aging and Pensacola Junior College are trying to determine which programs would be of interest to you. You need not sign the sheet. However, please complete the form so that we can collect the necessary information needed to develop and start programs for your enjoyment. Thank you for your interest and cooperation.

1. Age _____ 2. Sex _____ 3. Race _____
4. Retirement Year _____
5. Occupation at Time of Retirement _____
6. Veteran _____ 7. Non-Veteran _____ 8. Housewife _____
9. Graduated from:
   Elementary School _____
   High School _____
   College _____
10. Occupational Training _____
11. Specialized Training _____
12. Are you interested in taking courses for:

    Credit _____
    Non-Credit _____
    Plain Fun _____

Please check what type of courses would interest you.

High School

English	_____	Business	_____
Mathematics	_____	History	_____
Science	_____	Art	_____
Social Science	_____	Music	_____
Others	_____		

Educational Interest Questionnaire (Cont.)

College Credit Courses

Astronomy _____
Biology _____
English _____
Mathematics _____
Language
Spanish _____
French _____
German _____
Others _____

Business _____
Social Studies _____
Geology _____
Economics _____
Education _____
Physics _____
Chemistry _____
History _____

Senior Citizen Subjects

Estate Planning _____
Defensive Driving _____
Medicare and Medicaid _____
Social Security Benefits _____
Volunteers Services _____
Will Preparation _____
Nursing Services _____
Psychology of Aging _____
Nutritional Needs of Retirees _____
Retirement Planning _____
Consumer Education _____

Non-Credit Courses

Art _____
Ceramics _____
Macrame _____
Leathercraft _____
Woodcraft _____
Bridge _____
Flower Arranging _____
Languages
Spanish _____
French _____
Other _____

Music Appreciation _____
Opera and Symphonies _____
Crocheting _____
Needlepoint _____
Tennis _____
Square Dancing _____
Physical Fitness _____
Local History _____
Gardening _____
Lawn Care _____

APPENDIX C

Appendix C

BAYCREST NURSING HOME IN-SERVICE TRAINING PROGRAM

Background

The development of an in-service program for the Baycrest Nursing Home was conceived in 1974 when the writer interviewed the then Director of the Home, regarding the possibilities of Pensacola Junior College assisting in developing in-service management type programs.

The writer became interested in the need expressed by the Nursing Home for an in-service geriatric informational series to be presented to geriatric aides. The program would be important because it afforded the College an opportunity to become involved in manpower training to those involved in service-rendering duties to the aged. Unfortunately, the requested in-service program never was organized by Pensacola Junior College because of lack of personnel resources and funds.

Dr. Harmon Fowler, in the initial discussions regarding the scope of this paper, indicated that implementation of some of the recommendations would be appropriate. The development of an in-service program seemed to be a logical choice for one of the program implementations. Accordingly, the writer contacted the In-Service Director of the Baycrest Nursing Home to determine whether the requirements for an in-service program still were valid. She was most receptive to the idea and asked that a meeting be held with the Director of Nurses.

The first meeting, which occurred on July 30, 1975, resulted in the reaffirmation of the requirement to develop an in-service program which, at the same time, could be used to try to improve the attitudes of the workers toward the Home's residents. It was agreed that if the staff had more knowledge of the patients' problems, there might be developed a more sympathetic and empathetic attitude toward them. Accordingly, a program was planned to include the subjects of "Psychological, Physiological and Biological Aspects of Aging," "Strokes, Brain Damage, Epilepsy and Aphasis," "Reality Orientation," "Dental Problems of the Aged," and "Death and Dying."

The second meeting occurred on October 8, 1975, with the Director of Nursing and the Director of In-Service Training to further define the program requirements. At this meeting the subject of "Death and Dying" was added to the program. The time and location for the program were established so that the on-coming and off-going shifts could attend the same sessions. The program commenced on November 19, 1975, and extended until Christmas, when there was a two-week break. The last sessions were conducted in January, 1976.

Program Development

The development of the Geriatric Information Series for the Congregate Meals Centers, which is described in Appendix B, presented no problem for the writer since the subject matter was general enough to organize and present to the students. The organization of a technical-medical program was a much more difficult matter since qualified medical personnel would be required to provide the aura of professionalism.

Presentations by civilian doctors, experts in geriatric care, were ruled out initially since it was doubtful that they would take time out from their practices to prepare and deliver lectures without remuneration. The possibility of ultimately having to pay civilian doctors, in the event that other volunteers were not available, was not discarded, however. The writer turned to the Navy instead, since the Navy doctors would not be preoccupied about losing money. Real Admiral Richard Nauman, the senior medical officer in the Pensacola area, was contacted. He appreciated the writer's dilemma, indicating that he would try to secure a volunteer to present the series. Fortunately, Captain Robert Mammen USN, a medical officer, agreed to develop a program even though he realized that he would have to do some research in order to be able to provide a high impact presentation during the short period of time available to him. Subsequently, discussions were held with Dr. Mammen to apprise him of the schedule, the backgrounds and experience level of the approximately 20-30 personnel who would attend the lectures. The group was not homogeneous since it was comprised mainly of geriatric aides with little or no college education, a lesser number of licensed practical nurses with perhaps one year of college work, and registered nurses with at least two years of college education.

Dr. Mammen concentrated his talks on the subjects of "Psychological, Physiological and Biological Aspects of Aging," as well as "Strokes, Brain Damage, Epilepsy and Aphasia." Dr. Charles White, a local dentist and a consultant to the Nursing Home, agreed to discuss the "Dental Needs of the Aged." The "Reality Orientation" lecture was presented by Mrs. Dale Carrell of the Pensacola Junior College Registered

Nursing instructional staff. Mrs. Dorothy Partridge and Chaplain John Chesire of Baptist Hospital volunteered to present the "Death and Dying" talk.

Arrangements were made with the Pensacola Junior College's WSRE-TV Station, with the assistance of Dr. Richard Bedics, Instructional Development Specialist, to tape the series so that the College would be able to make it available to the other nursing homes in the community.

Evaluation

The pilot program was very well received by the students. Good class attendance, the span of attention of students, and class participation all exceeded expectations. The procedures taken to evaluate the program are described below.

A questionnaire, personal interviews and a letter from the Baycrest Nursing Home formed the basis for the evaluative process of the in-service training program.

During the eight sessions, the writer discussed the program with the participants who always spoke highly of the caliber of the speakers and their appreciation for the program since the information that they had acquired was making their work easier and more interesting. Upon completion of the program on January 26, 1976, two geriatric aides, two licensed practical nurses and two registered nurses were interviewed.

Mrs. Barbara Atchley and Mr. John Reynolds were the geriatric aides who were interviewed. Mrs. Atchley stated that "she had learned how to cooperate and how to cope with the elderly since she now understood more of the psychological and physiological problems of the

residents." Her attitude toward the residents was not positive prior to the workshop, but it has become definitely much more positive now. Mr. John Reynolds thought that his attitude toward the elderly patient was fairly positive to start with, since he had a mother who had suffered a stroke. He admitted, however, that the knowledge gained was of value to him and that he was better qualified to deal with the patients' problems.

Mrs. Alice Patterson and Mrs. Betty Brunson were the licensed practical nurses who were interviewed. Mrs. Patterson remarked that "she now was able to understand patterns of behavior of older people and the reasons for their changes in behavior as they grow older and suffer infirmities." She now understood the reasons why families exhibit certain attitudes toward their bedridden relative and toward the nursing home. Mrs. Brunson expressed similar thoughts, adding that her relationship with the patients was much improved since "she had developed a greater insight into the physical and mental activities and changes of older people."

The registered nurses interviewed were Mrs. Clara Daffin, the In-Service Director, and Mrs. Lou Wilson, Director of Nurses. Both stated that the program was most beneficial to all of the participants and that it was most worthwhile for the whole staff. They did not feel that their own attitude had changed very much since their involvement with the elderly and many years of experience gave them an empathetic viewpoint. However, they were most appreciative of the assistance rendered to improve the capability of the staff of the nursing home.

All six interviewees agreed that the program was most worthwhile and should be repeated periodically, since there is a relatively high turnover rate of employees.

The letter from the Baycrest Nursing Home, a copy of which is attached at the end of this Appendix, is quoted in part:

> The program has helped promote the development of knowledge, skills, and attitudes for the enhancement of nursing.
>
> We feel the exposure to advanced nursing education was invaluable to all levels of personnel caring for our aged residents here at Baycrest, upgrading the quality of patient care to those individuals entrusted to us.
>
> We feel very fortunate to have had you working with our personnel, and we look forward to utilizing your experience as an educator to assist us in further ventures in geriatric nursing for Baycrest employees.

The Activities Coordinator has already asked members of the Pensacola Junior College History Department to visit the nursing home to talk on American VIP Revolutionaries as part of the Bicentennial Year program, and the College to provide a speaker to play and discuss classical and operatic music to the students. Arrangements have already been made with the cognizant departments to fulfill the Activities Coordinator's request. This type of service, which can be rendered by the faculty, certainly is a prime example of the type of community service which was recommended in Chapter VIII. There is no doubt that as the relationship between the Baycrest Nursing Home and the College deepens, more demands will be placed on the College. In addition, as the other nursing homes become aware of the College's potential to assist them, further educational and training requirements will be placed on the College.

The questionnaire, which was used to evaluate the workshop, employed the funnel sequence technique.[1] This technique allowed the participants who attended the workshop to answer open-ended statements concerning the effectiveness of the workshop before their thinking might be focused toward what the evaluator desired to know. It provided the participants opportunities to respond freely without reference to the succeeding questions.

There were two sections to the questionnaire. The first section included three open-ended questions: (1) List factors about the workshop which impressed you most; (2) List your suggestions for improving the workshop; and (3) What are the major values of the workshop? The second section, which elicited specific responses, covered: (1) Comparison and effectiveness of the geriatric workshop with other workshops; (2) Speakers' capability; (3) Value of the workshop; and (4) Attitudinal changes toward older people which were created by the workshop. The number of responses for each item are recorded on the right of each question.

Section I

1. List factors about the workshop which impress you most.

Qualification of Speakers	6
Informational	14
Question and Answer Section	2
No Response	5

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[1] Robert L. Kahn, Charles F. Cannell, The Dynamics of Interviewing, (New York: John Wiley, 1957), pp. 158-160.

2. List your suggestions for improving the workshop.

Conduct similar workshops	4
Show more films	1
Conduct workshop sessions closer together or to accommodate shifts	2
Give a graded test at the end of each session	1
No Response	19

3. What are the major values of the workshop?

Increased my knowledge and understanding	21
No Response	6

The affirmative responses to each of the questions clearly indicated that the knowledge and understanding of older people acquired as a result of the workshop were most helpful. The absence of no responses in question 2 also indicates great satisfaction with the workshop since few suggestions could be offered to improve the workshop. The desire for more workshops further supported the contention that it was successful.

The tabulation of the results of the questions in Section II follows:

Section II

1. On a 9-point scale, rank the Geriatric In-Service Workshop with other in-service programs. 0-4 is considered low; 5-7 is average and 8-9 is high.

Scale	Responses
0	0
1	0
2	0
3	0
4	1
5	3
6	7
7	3
8	6
9	7

2. Would you recommend this workshop to a good friend whose interest and background are similar to yours?

(a) Recommend highly	21
(b) Generally recommend	5
(c) Recommend with reservations	0
(d) Definitely not	0
(e) No Response	1

3. How did this workshop compare in effectiveness with other workshops or courses which you have taken or are taking?

(a) Upper Quarter (75%-100%)	15
(b) Second Quarter (50%-74%)	8
(c) Third Quarter (25%-49%)	1
(d) Lowest Quarter (0%-24%)	0
(e) Have no basis on which to judge the effectiveness of this workshop	2
(f) No Response	1

4. How valuable were the workshop sessions?

(a) Outstanding in value	13
(b) Almost always valuable	11
(c) Generally valuable	2
(d) Occasionally valuable	0
(e) Practically of no value	0
(f) No Response	1

5. How well did the speakers seem to know their subject area?

(a) Thorough and profound	11
(b) Knowledge broad and accurate	12
(c) Well-rounded knowledge of the subject	3
(d) Adequate knowledge	0
(e) I have no basis on which to judge the effectiveness of the speakers	0
(f) No Response	1

6. What value has the knowledge gained in this workshop been to you in your present job?

(a) A great deal	17
(b) Some	10
(c) Little	0
(d) None	0
(e) Not applicable	0
(f) No Response	0

7. Indicate how much this workshop changed your attitude toward older people.

(a) A great deal	10
(b) Some	13
(c) Little	2
(d) None	2
(e) No Response	0

The responses in Section II were also preponderantly complimentary to the value of the workshop, the knowledge gained therefrom, and the quality of the instruction. All of these factors combined to help create "a great deal of change" in the attitude in 10 participants, "some change" in 13, and "little change" in 2 persons. Only 2 students responded that their attitude had not changed as a result of the workshop. One was a 47-year old licensed practical nurse, the other a 42-year old registered nurse. Their responses might have been predicated on the fact that they had worked with older people for a long period of time and that they were already sensitized to the needs of the elderly.

The responses to the questionnaire and the comments made in the formal and informal interviews certainly demonstrated that the workshop was most helpful to the participants. The letter from the Director of In-Service Training of the Baycrest Nursing Home further substantiated its value and the desire for Pensacola Junior College and the Nursing Home to continue to work together in joint ventures.

It was indicated above that the Bayerest program was organized ostensibly to provide a model for an in-service manpower training program sponsored by the College. However, the workshop also provided the writer an opportunity to gain an insight on attitude modification. As a result, the improvement of the attitude of the geriatric personnel toward the nursing home residents became a concomitant objective of the workshop.

Limitations

Thought had been given to the construction of an experimental design to determine the extent or degree to which the workers' attitudes toward the geriatric patients changed after receiving instruction in the various aspects of gerontology. The development of a formalized empirical study was ruled out because of the inability of the writer to have access to a large enough population sample under controlled conditions. The writer was well aware that the turnover of geriatric aides would preclude conducting a truly scientific study. In addition, it was realized that the results and findings of an attitudinal survey study conducted under restrictive conditions could never become part of the literature. Nevertheless, despite all of the deterrents to the development of a study, the writer decided to take advantage of the opportunity to become involved in a program dealing with attitudinal change and the experience that would be gained from such involvement. The experience would be valuable since the writer intends to pursue the recommendation made in Chapter XII to conduct an in-depth study to

determine the attitudes of geriatric personnel employed in all of the Pensacola based nursing homes towards their geriatric patients.

The writer, nevertheless, attempted to organize the program to achieve as much authenticity and as much control as was possible under the imposed conditions.

Program Development

Prior to the development of the program, the writer had to learn what constituted an attitude, how it could be changed and how any changes could be measured.

The writer found no consistent definition of the term attitude in the literature available on the subject of attitude formation. Some authors defined it in simple terms, others in complex psychological terminology. The writer favored the definition offered by Sartain, North, Strange and Chapman who defined attitude as "... a general tendency to have favorable or unfavorable feelings in regard to some person, group, policy or other object."[1]

Attitudes can be modified in several ways by changes in group membership, enforced changes in behavior or through the acquisition of new information.[2] Greene also agreed that attitudes may be changed as a result of new information. He concluded that new or greater information

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[1] Quinn Aaron Sartain, Alvin John North, Jack Roy Strange and Harold Martin Chapman, Psychology/Understanding Human Behavior, (New York: McGraw Hill, 1962), p. 167.

[2] David Krech and Richard S. Crutchfield, Elements of Psychology, (New York: Alfred A. Knopf, 1958), pp. 675-676.

makes "the well informed more sensitive to the implication of points of view and that the attitude climate of a group was related to the information of the group."[3] It was for this reason that it was decided to organize an information series which included such subjects as the "Psychology and Physiology of Aging," "Dental Needs of the Aged," "Death and Dying," and "Reality Orientation" for the geriatric workers with the hope that the information gained would provide them with an empathetic perspective toward the individual physiological and psychological needs of the nursing home residents.

The attitude questionnaire or scale generally has been utilized to measure attitudes. Thurstone developed a scale in which statements vary from highly favorable to highly unfavorable. In the Likert scale, respondents are requested to "... indicate one of five degrees of agreement or disagreement with each item."[4] "The Thurstone and Likert methods are widely used and give fairly comparable results."[5] The writer decided on the Likert type scale since it offered greater latitude for an expression of attitudes and because it had the additional advantage of the greater ease of preparation. It also "produces more homogeneous scales and increases the probability that a unitary attitude is being measured."[6]

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[3] Edward B. Greene, Measurement of Human Behavior, Revised Edition, (New York: The Odessey Press, 1952), p. 621.

[4] Sartain, op cit, p. 168.

[5] Krech and Crutchfield, op cit, p. 681.

[6] Georgia Sachs Adams, Measurement and Evaluation in Education, Psychology, Guidance, (New York: Holt-Rinehart and Winston, 1964), p. 153.

The measurement of attitudes of personnel toward the aged has been of concern for some time. Tuckman and Lorge in 1953 conducted one of the first studies on the attitudes of young adults toward old age.[7]

Shortly thereafter Spooner joined Tuckman and Lorge to study the "Effect of Family Environment on Attitudes Toward Old People and the Older Workers."[8]

In 1961, Kogan conducted his study on "Attitudes Toward Old People: The Development of a Scale and an Examination of Correlates."[9]

More recently, Wolk and Wolk conducted research on the "Professional Workers Attitude Toward the Aged."[10] Campbell refined some of the work of Wolk and Wolk by concentrating on "An Exploration of Nurses Attitudes Toward the Geriatric Patient."[11] One can readily see that there is a paucity of literature on the subject of attitudes toward old people.

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[7] Jacob Tuckman, Irving Lorge, "Attitudes Toward Old People," The Journal of Social Psychology, 37 (1953), 249-260.

[8] Jacob Tuckman, Irving Lorge and George A. Spooner, "The Effect of Family Environment on Attitudes Toward Old People and the Older Workers," The Journal of Social Psychology, 38 (1953), 207-218.

[9] Marvin E. Shaw and Jack M. Wright, Scales for the Measurement of Attitudes, (New York: McGraw Hill, 1967), p. 468.

[10] Robert L. Wolk and Rochelle B. Wolk, "Professional Attitudes Toward the Aged," Journal of the American Geriatric Society, 19 (1971), 625-627.

[11] Margaret Eleanor Campbell, "Study of the Attitude of Nursing Personnel Toward the Geriatric Patient," Nursing Research, 20 (March-April, 1971), 147.

Procedures

At first it was thought that the writer might have to develop his own instrument. Fortunately, an Old People Scales developed by N. Kogan was listed in the book Scales for the Measurement of Attitudes by Shaw and Wright. Whereas the Likert Scale usually has five responses, Kogan's Old People Scales included six response categories for each of the seventeen positive and seventeen negative statements which refer to stereotypes about old people.

The Kogan Old People Scales were selected because they were simple to administer and because the instrument has been tested. The Scales included 17 positive and 17 negative items with 6 response categories ranging from "Strongly Agree" to "Strongly Disagree." Responses were assigned scores from 1 to 7 respectively. A score of 4 was assigned to those items which were not answered or which received two responses.[12]

A copy of the scales is included at the end of this Appendix. They were distributed to the students prior to the first lecture in November, 1975 and after the last lecture in January, 1976. At that time, the students were asked to state their age, sex, position in the nursing home, and the last four digits of their social security number, which would be used for identification and comparison purposes. The students were not informed that they would be asked to complete the Kogan Scale again after the in-service program was completed. The

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[12] Shaw and Wright, op cit, p. 468.

eight-week interval between the first and last session should have eliminated any possibility of the students remembering the responses to the scales distributed in November, 1975.

When the first session started the class was composed of:

Position	Number	Sex		Age
		M	F	
Registered Nurse	5		5	25-46
Licensed Practical Nurse	7	1	6	19-48
Geriatric Aide	26	2	24	18-55
Total	38	3	35	

When the in-service program ended the class was composed of:

Position	Number	Sex		Age
		M	F	
Registered Nurse	4		4	25-46
Licensed Practical Nurse	8	1	7	19-47
Geriatric Aide	15	2	13	19-56
Total	27	3	24	

It is apparent that attendance by the registered and licensed practical nursing groups was stable. On the other hand, attendance by the geriatric aide group decreased from 26 in November, 1975 to 15 in January, 1976, mainly due to resignations. However, a high turnover rate of the geriatric aides at the Baycrest Nursing Home is not an unusual occurrence.

A comparison of the scores achieved in the Kogan Old People Scales which were administered twice as a pre-test and post-test, indicating that an improvement in attitude resulted from the in-service training program. A breakdown of the scores for the registered nurses, licensed practical nurses and geriatric aides is provided in Figure I. The letter "P" stands for positive and the letter "N" for negative. The scores are tabulated by adding the raw scores for each of the positive

and negative scales. A high score on the positive scale indicates a favorable attitude toward old people and a high score on the negative scale indicates an unfavorable attitude toward the elderly. A rise or fall of 10 points or more on either scale is considered significant.

Five registered nurses originally enrolled in the course. One nurse resigned during the instructional period. The scores of the remaining four nurses follow:

Figure I

Scores

Social Security #	Pre-Test	Post-Test
0557	P 59 - N 24	P 79 - N 23
5017	P 87 - N 40	P 84 - N 38
6210	P 82 - N 40	P 84 - N 42
8927	P 81 - N 43	P 99 - N 34

Three registered nurses improved their positive scale scores, two decidedly so. One nurse scored three points lower on the post-test, which is not significant. The negative scores improved slightly for three of the four. The higher negative score of only two points for the fourth nurse is not considered significant. As a group, the registered nurses appeared to improve their attitudes toward older people.

Nine licensed practical nurses originally enrolled in the course. One nurse resigned during the instructional period. The scores of the remaining eight nurses are listed in Figure 2.

Figure 2

Scores

Social Security #	Pre-Test	Post-Test
0529	P 56 - N 56	P 83 - N 54
4265	P 84 - N 38	P 87 - N 28
4321	P 94 - N 46	P 82 - N 53
5880	P 70 - N 61	P 84 - N 50
6765	P 66 - N 58	P 81 - N 56
8544	P 63 - N 54	P 74 - N 41
9608	P 78 - N 60	P 71 - N 53
9733	P 75 - N 44	P 76 - N 44

Six licensed practical nurses improved the positive scale scores, four significantly so. Only two nurses scored lower on the positive scale. A comparison of the negative scales revealed that five had lower negative scale scores and one score remained the same. The higher negative scores were not considered significant. The licensed practical nurses appeared to have improved their attitudes, also, toward older people as a result of the workshop.

Of the 26 geriatric aides who enrolled in the course, only 15 completed it. This was due mainly to resignations from the Baycrest Nursing Home. The scores achieved by the aides follow:

Figure 3

Scores

Social Security #	Pre-Test	Post-Test
1066	P 101 - N 30	P 97 - N 47
1439	P 88 - N 43	P 93 - N 35
2028	P 79 - N 52	P 77 - N 55
3560	P 75 - N 60	P 91 - N 43
4308	P 71 - N 78	P 78 - N 68
5649	P 68 - N 81	P 82 - N 47
6131	No Score	P 71 - N 40

Figure 3 (Cont.)

Scores

Social Security #	Pre-Test	Post-Test
6174	P 99 - N 31	P 112 - N 28
7513	P 86 - N 61	P 81 - N 64
7788	P 89 - N 36	P 87 - N 42
7995	P 85 - N 47	P 85 - N 39
8782	P 61 - N 73	P 83 - N 53
9167	P 99 - N 32	P 102 - N 36
9239	P 67 - N 79	P 82 - N 46
9500	P 89 - N 39	P 84 - N 46

Eight geriatric aides improved their positive scale scores, five decidedly so. One aide achieved the same score on both tests. Five aides achieved lower scores but no scores dropped significantly. One aide did not take the pre-test. On the negative scale scores, eight aides improved, five decidedly so. Six had lower scores. Only one aide's score increased significantly. One post-test score was recorded but could not be used since the aide did not take the pre-test. It appears also that the majority of the aides who attended the course improved their attitude toward older people.

In conclusion, the results of the Kogan Scale pre-test and post-test scores indicate that the workshop served a very useful purpose in that it helped improve the attitude of the majority of geriatric workers toward older people. This fact was further substantiated by the affirmative responses which appeared on the questionnaire which was used to evaluate the in-service training program.

The relatively high turnover rate, as a result of the resignations, certainly demonstrates a need to conduct this type of workshop at the nursing homes on a periodic but regular basis in order to insure that the quality of geriatric care is maintained at a uniform level.

Bay Crest, inc.

LARRY B. JOHNSON, N.H.A., B.A.
President
EUGENE R. CELANO, M.D.
Secretary / Treasurer

4343 LANGLEY AVENUE PHONE (904) 477-4550 PENSACOLA, FLORIDA 32504

January 26, 1976

Mr. G.B. Tamburello
Director of Administrative Services
Pensacola Junior College
1000 College Blvd.
Pensacola, Florida 32503

Dear Mr. Tamburello:

The staff of Bay Crest, Inc. would like to say "Thanks," to you for the time and energy spent in preparing the inservice series on problems of the aged for use at our facility.

The program has helped promote the development of knowledge, skills, and attitudes for the enhancement of nursing, with particular regard to the psychological and physiological problems of the elderly.

We feel the exposure to advanced nursing education was invaluable to all levels of personnel caring for our aged residents here at Bay Crest, upgrading the quality of patient care to those individuals entrusted to us.

We feel very fortunate to have had you working with our personnel, and we look forward to utilizing your experience as an educator to assist us in further ventures in geriactric nursing for Bay Crest employees.

Sincerely,

Clara E Daffin R.N.

Clara E. Daffin, R.N.
Inservice Director

CED:es

EVALUATION-BAYCREST GERIATRIC IN-SERVICE WORKSHOP

1. List factors about the workshop which impressed you the most.

2. List your suggestions for improving the workshop.

3. What are the major values of the workshop?

Please circle the number or letter that best describe the answer to each question listed below.

1. On a 9-point scale, rank the Geriatric In-Service Workshops with other in-service programs.

   0 1 2 3 4 5 6 7 8 9
   (Low) (Average) (High)

2. Would you recommend this workshop to a good friend whose interests and background are similar to yours?

   (a) Recommend highly
   (b) Generally recommend
   (c) Recommend with reservations
   (d) Definitely not

3. How did this workshop compare in effectiveness with other workshops or courses which you have taken or are taking?

   (a) Upper quarter (75% - 100%)
   (b) Second quarter (50% - 74%)
   (c) Third quarter (25% - 49%)
   (d) Lowest quarter (0% - 24%)
   (e) Have no basis on which to judge the effectiveness of this workshop.

Evaluation-Baycrest Geriatric In-Service Workshop (Cont.)

4. How valuable were the workshop sessions?

   (a) Outstanding in value
   (b) Almost always valuable
   (c) Generally valuable
   (d) Occasionally valuable
   (e) Practically of no value

5. How well did the speakers seem to know their subject area?

   (a) Thorough and profound
   (b) Knowledge broad and accurate
   (c) Well-rounded knowledge of the subject
   (d) Adequate knowledge
   (e) I have no basis on which to judge the effectiveness of the speakers.

6. What value has the knowledge gained in this workshop been to you in your present job?

   (a) A great deal
   (b) Some
   (c) Little
   (d) None
   (e) Not applicable

7. Indicate how much this workshop changed your attitude towards older people.

   (a) A great deal
   (b) Some
   (c) Little
   (d) None

BAYCREST NURSING HOME/PENSACOLA JUNIOR COLLEGE

IN-SERVICE TRAINING PROGRAM ON THE PROBLEMS OF THE AGED

Attached are two pages with statements expressing opinions with which you may or may not agree. Following each statement are six boxes labelled as follows: Strongly Disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, and Strongly Agree.

You are to indicate the degree to which you agree or disagree with each statement by putting an X in the appropriate box.

Please consider each statement carefully and do not skip any items.

There are no right and wrong answers - the only correct responses are those that are true for you. Please answer the statement exactly as you feel. This study is being used for RESEARCH PURPOSES ONLY and is NOT A TEST. YOU DO NOT HAVE TO GIVE YOUR NAME, only the last four digits of your social security number.

Before you start, please indicate:

Age _____ Sex _____ Last Four Digits Social Security Number _____

I am a REGISTERED NURSE _____

LICENSED PRACTICAL NURSE _____

GERIATRIC AIDE _____

SCALES FOR THE MEASUREMENT OF ATTITUDES

		Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1N	It would probably be better if most old people lived in residential units with old people their own age.	—	—	—	—	—	—
1P	It would probably be better if most old people lived in residential units that also housed younger people.	—	—	—	—	—	—
2N	There is something different about most old people: it's hard to figure out what makes them tick.	—	—	—	—	—	—
2P	Most old people are really no different from anybody else: they're as easy to understand as younger people.	—	—	—	—	—	—
3N	Most old people get set in their ways and are unable to change.	—	—	—	—	—	—
3P	Most old people are capable of new adjustments when the situation demands it.	—	—	—	—	—	—
4N	Most old people would prefer to quit work as soon as pensions or their children can support them.	—	—	—	—	—	—
4P	Most old people would prefer to continue working just as long as they possibly can rather than be dependent on anybody.	—	—	—	—	—	—
5N	Most old people tend to let their homes become shabby and unattractive.	—	—	—	—	—	—
5P	Most old people can generally be counted on to maintain a clean, attractive home.	—	—	—	—	—	—
6N	It is foolish to claim that wisdom comes with old age.	—	—	—	—	—	—
6P	People grow wiser with the coming of old age.	—	—	—	—	—	—
7N	Old people have too much power in business and politics.	—	—	—	—	—	—
7P	Old people have too little power in business and politics.	—	—	—	—	—	—
8N	Most old people make one feel ill at ease.	—	—	—	—	—	—
8P	Most old people are very relaxing to be with.	—	—	—	—	—	—

		Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
9N	Most old people bore others by their insistence on talking about the "good old days."	—	—	—	—	—	—
9P	One of the most interesting qualities of old people is their accounts of their past experiences.	—	—	—	—	—	—
10N	Most old people spend too much time prying into the affairs of others and in giving unsought advice.	—	—	—	—	—	—
10P	Most old people respect others' privacy and give advice only when asked.	—	—	—	—	—	—
11N	If old people expect to be liked, their first step is to try to get rid of their irritating faults.	—	—	—	—	—	—
11P	When you think about it, old people have the same faults as anyone else.	—	—	—	—	—	—
12N	In order to maintain a nice residential neighborhood, it would be best if too many old people did not live in it.	—	—	—	—	—	—
12P	You can count on finding a nice residential neighborhood when there is a sizeable number of old people living in it.	—	—	—	—	—	—
13N	There are a few exceptions, but in general most old people are pretty much alike.	—	—	—	—	—	—
13P	It is evident that most old people are very different from one another.	—	—	—	—	—	—
14N	Most old people should be more concerned with their personal appearance, they're too untidy.	—	—	—	—	—	—
14P	Most old people seem to be quite clean and neat in their personal appearance.	—	—	—	—	—	—
15N	Most old people are irritable, grouchy, and unpleasant.	—	—	—	—	—	—
15P	Most old people are cheerful, agreeable, and good humored.	—	—	—	—	—	—

		Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
16N	Most old people are constantly complaining about the behavior of the younger generation.	—	—	—	—	—	—
16P	One seldom hears old people complaining about the behavior of the younger generation.	—	—	—	—	—	—
17N	Most old people make excessive demands for love and reassurance.	—	—	—	—	—	—
17P	Most old people need no more love and reassurance than anyone else.	—	—	—	—	—	—

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